CONTENT AND PROBLEMS OF TEACHING THE SUBJECT "INFORMATION TECHNOLOGY IN PRIMARY SCHOOL" IN THE FIELD OF ELECTRONIC INFORMATION EDUCATION AND PRIMARY EDUCATION

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Annotation

It is a common fact that the members of school community have difficulties in accepting and mastering scientific and technological advancement. Therefore, it is important to recognize school's capability to build conducive environment for the implementation of new technology as soon as possible. Such recognition will facilitate information technology implementation in school management.

It is a common fact that the members of school community have difficulties in accepting and mastering scientific and technological advancement. Therefore, it is important to recognize school's capability to build conducive environment for the implementation of new technology as soon as possible. Such recognition will facilitate information technology implementation in school management. The utilization of information technology for educational purposes requires a comprehensive recognition of the characteristics of the 21st century development. It will provide tremendous help in deciding on appropriate educational steps to be taken, including in designing information technology utilization in schools to ensure its effectiveness [1]. The acceptance of information technology is another factor that affects school management effectiveness [2]. Good acceptance of every changes and advancement in technology and in patterns of communication will greatly affect school management effectiveness [3,4]. Several studies have identified the indicators of information technology acceptance [5]. Some studies argued that the use of information system and the frequency of computer use were the primary indicators of information technology acceptance. Others chose user satisfaction and system utilization as the main indicators [6]. Another view argued that an individual's acceptance of information technology system depended on two factors, i.e. the perception of utility and the perception of easiness. Both perceptions affect the individual's behavioral intention. A technology user will be interested in and intend to use the technology (behavioral intention) if the individual feels that the system is useful and easy to use [7] [8]. Individual and collective acceptance of technology can be explained through the

varied usage of the system because utilization of an information technology based system can improve an individual's or an organization's performance [9]. The purpose of this study was to description of actual factors that influence the acceptance of information technology in elementary school management. Not all school members want to accept changes in the use of information technology. The actual factors that influence the acceptance of information technology such as perception of utility, perception of easiness (of usage), utilization attitude, behavioral intention and actual technology use of information technology need to be examined. The implementation of the internet, electronic commerce, electronic data interchange, virtual office, telemedicine, intranet, and so on has broken through the boundaries of communication between humans. The combination of computer technology and telecommunications has produced a revolution in the field of information systems [10]. However, even with latest technology, we cannot ignore the dimension of users' attitude. This study finds that the dimension of users' attitude in primary schools in Panyileukan Sub-District, Bandung City scores the lowest. This needs to be remedied because users' attitude towards a system is the primary determining factor whether they will accept (use) or reject the system. If the users tend to reject the system, the availability of latest technology will be of no use. In conclusion, all dimensions of information technology acceptance in primary schools in Panyileukan Sub-District, Bandung City should operate in synergy to allow for effective school management and improvement in school quality. 4. Conclusion The description of information technology acquisition in primary schools in Bandung City, Indonesia is in very high category. In other words, primary schools in Bandung City, Indonesia are able to optimally accept any changes in information technology.

We live in an age called the age of high technology. At the beginning of the XXI century, modern life is quite difficult to imagine without the use of information technology. With the introduction of FGOS, the need for information technology has increased. Possession of them is put in the modern world on a par with such qualities as the ability to read and write. As practice shows, it is already impossible to imagine a modern school without new information technologies. It is obvious that in the near future the introduction of personal computers will increase, and in accordance with this, the requirements for computer literacy of primary school students will increase.

School education has traditionally set as its main goal to equip the student with a certain amount of knowledge, skills and abilities. But at present, the main task of the school is not so much to enrich schoolchildren with knowledge, as to teach them to independently acquire knowledge, teach them to learn. The ability to learn is especially important in the modern world due to the fact that changes occur quite quickly in all areas of professional activity, and a person needs to study and improve his qualifications throughout his life in order to be in demand in his field of activity. That is, we can say that modern life requires a person to have well-developed cognitive abilities (perception, attention, memory, thinking, imagination). The last third of the XX century was characterized by the formation under the influence of information technologies of a fundamentally new socio-cultural environment, called the information society. The specificity of the information society is that computerization provides individuals with wide access to various sources of information. According to the definition of D. Bella, the information society characterizes the specifics of the post-industrial stage of human development, in which information and, in particular, access to it becomes the basis for determining the social structure. The formation of the information society has significantly influenced the socialization of new generations. The erasure of space-time boundaries, existence in the digital environment has become a characteristic feature of the formation of children's worldview literally from infancy. The world computer network has created a new reality – a virtual one with previously unknown characteristics. Virtual reality involves replacing the real space of a person's existence with a simulated computer world, into which he plunges as into the real world. As digital technologies spread in society, they became more and more accessible to a significant part of the population of developed countries. Virtual space involves the transfer of communications to an imaginary plane in which the geographical location, past and future of people loses their usual forms and roles. The spread of the new

communicative environment has caused the emergence of such forms of interaction as forums, chats, blogs, online games, social networks, which are a field for the formation of individual identity. In modern literature, a new term is used to characterize the phenomenon of virtual reality, which has a broader interpretation - digital space (as a social environment caused by the ubiquity of digital technologies). Generations whose active socialization takes place in the conditions of this reality are characterized by different authors as "digital generation", "generation of the network" and even "digital aboriginesAdvantages of using information technology in primary school lessons? * Allow you to present the training material in a more accessible and understandable way. * Contribute to the implementation of developmental learning, problem-dialogic approach, allow you to organize research activities in the classroom. * Allow for a differentiated approach to learning. * The use of computer tests and test game works in the lesson will allow the teacher to get an objective picture of the level of assimilation of the studied material in a short time and correct it in a timely manner. The high degree of emotionality of primary school students is significantly constrained by the strict framework of the educational process. Lessons allow you to defuse high emotional tension and enliven the learning process. Lessons using information technology not only enliven the learning process (which is especially important if we take into account the psychological characteristics of primary school age, in particular the long-term predominance of visual-imaginative thinking over abstract-logical), but also increase the motivation of learning. In math lessons, using a computer, you can solve the problem of the lack of mobile visibility, when children, under the guidance of a teacher, compare geometric shapes on the monitor screen, analyze the relationship of sets, solve motion problems demonstrated using PowerPoint. The computer is also a powerful incentive for the creativity of children, including the most infantile or disinhibited. The screen attracts attention, which we sometimes cannot achieve when working with the class front-end. On the screen, you can quickly perform transformations in deformed text, turning disparate sentences into coherent text. In elementary school, information technology is used at all stages of the lesson. When explaining new material, fixing, repeating, controlling, during Olympiads, extracurricular activities, etc.[2,4]

The use of ICT in the educational process allows: * enhance educational effects; * improve the quality of assimilation of the material; * build individual educational trajectories of students; * implement a differentiated approach to students with different levels of readiness to learn; * organize children with different abilities and capabilities at the same time. The following aspects of the use of modern information technologies in primary school can be distinguished:

1) computer as an object of study;

2) computer as a learning tool;

3) Computer as a tool.

The first aspect is the computer as an object of study. Many changes taking place in Russian society today have led to a revision of not only the forms, but also the content of modern school education. These changes are due to an increase in the flow of information, which is associated with the activity of any person. A child's psychological readiness for life in an information society should be formed from the first years of school, which implies mastering computer literacy. It is equally important to form the student's algorithmic thinking skills and the ability to think logically. Therefore, there was a need to transfer the study of the propaedeutic course of computer science from middle school to elementary school, since the most intensive development of intelligence occurs at primary school age, while attention becomes arbitrary; there is a transition from visual-figurative to verbal-logical thinking, perception takes an analyzing and differentiating character, memory improves. The number of schoolchildren with their own personal computer is growing every year, and the prevalence of computers in the world is so great that the ability to use them in everyday activities forms a new lifestyle and becomes an element of the general culture of a person. Primary school students have a great interest in computer games, and, consequently, motivation to study computer science. The

introduction of information technologies into the educational process and combining them with traditional teaching methods puts schoolchildren in front of the need to be ready for changing forms of learning, to perceive the improved content of subjects, to independently search for interdisciplinary connections. The main purpose of using IT in primary school is the propaedeutics of computer science, that is, the assimilation by students of the basic concepts of computer science, the acquisition of basic computer skills.

With the use of electronic materials in the classroom, you can solve the Following problems:

1. Lack of visual material in the textbook. And, based on the fact that visual and imaginative thinking prevails among younger schoolchildren, electronic materials help to richly illustrate the topic being studied and increase the effectiveness of the lesson.

2. Computer presentations arouse a steady interest in the material being studied, the cognitive activity of students is activated, the quality of knowledge increases. The problem of formation of cognitive interest in younger schoolchildren when they study different academic subjects is solved.

3. With the help of ICT, the lesson is conducted at a higher aesthetic level (inserting video clips, using animation effects, music).

4. Presentations are accompanied by additional materials in electronic form, which can be printed and used for work, both in the classroom and at home.

5. ICTs make it possible to organize the educational process more efficiently. Acceleration of the pace of the lesson by 10-15%.

6. The ability of students to navigate the information flows of the surrounding world increases.

7. With the use of ICT, the teacher's homemade visual aids, books with illustrations transmitted in rows, an entry on the blackboard that cannot be saved for a long time become unnecessary.

8. Ease of use of materials, thanks to hyperlinks.

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