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## THE INFLUENCE OF THE DEVELOPMENT OF INFORMATION AND COMMUNICATION TECHNOLOGIES ON SOCIETY AND EDUCATION

The integration of intellectual computer systems and global telecommunications networks is now laying the bases of the new planetary infrastructure – the infosphere, in which the information and scientific knowledge present inside not only the essential strategic resource, but and the effective factor of the development of mankind on the threshold of the third millennium.

The education of the XXI<sup>st</sup> century is designed to be “the education for all” and be the diverse creative and innovative character, based on the scientifically based knowledge on the leading principle.

The new information technologies are considered by the specialists as the means for the developing such qualities of the person as the systemic scientific thinking, the constructive figurative thinking, the developed imagination, the spatial and associative thinking, the developed intuition, the variability of thinking, the sense of new and the good linguistic training.

The revolutionary impact on the all spheres of activity of the society in the world scale have the communicational, in particular the Internet-technologies. The emergence of the information “mega-highways” forces the new definition of the position of the system of education, affecting on the level of intellectualization of the society.

The important role in the successful use of the information technologies in the education play the models of using of the information and communicational technologies in the process of training (the organization and structuring of content, the use of the various styles of display of the information, the modularity of access, the development of the sequence and specifics of the studied material, the adaptation of the content of learning material to the features of the trainees and many other).

The relevance of the researches is due to the lack of clear assessments and the consensus among of the specialists on the regarding of use in the learning purposes of the multimedia and hypermedia systems, and also the continuous development and emergence of novations in the area of the high information technologies and programming.

Under the distance education refers to the complex of educational services, providing to the wide layers of population on the certain (distributed) territory by means of the specialized information-educational environment, based on the means of exchange of the learning information at a distance (the satellite, radio and cable transmission of data), is one of the forms of the continuous education and the realizing of the rights of person on the education and the exchange of information.

The general conception is: to carry out the training of any pupil in the any place regardless of the presence of teachers in this place (the reducing of the item of costs,- therefore,- the cost of training), assign the more responsibility on the student himself (the desire to study), to allow to the teachers (the surplus subjects) more time for the performing of educational functions (the routine unloading), the providing to the all layers of population of the wide assortment of the learning courses, forms and methodologies of the (automated) training (the flexible trajectory, the adaptation to the vector of requirements of the trainee), to allow to study the material in the convenient time and in the any equipped place (territorial, temporary independence and individualization).

The technology of distance education – a set of methods, forms and means of the interaction with the student in the process of independent, but the controlled mastering of himself of the certain arrays of the high-quality knowledge from the open information environment.

The information technologies of distance education can be divided on the following groups: the non-interactive (printing and video materials on the carriers), the computer (including the newest achievements of multimedia), the tele-communicational (the tele-bridges and (video-)conferences on the analog and digital dedicated channel of the transmission of data).

In the world many educational establishments support and develop RE,- Europe: The Great Britain (“The open university of The Great Britain”), Spain (“The national university of distance education”), Germany (“The correspondence university of Hagen”), Israel (“The open university of Israel”); Asia: China (“The network of radio and television universities”), India (“The Indira Gandhi national open university”), Turkey (“The Anadolu university”), Indonesia (“The university of Terbuka”, “The Indonesian institute of the development of banking”), Sri-Lanka (“The open university of Sri-Lanka”), Taiwan (“The national open university”), Vietnam (“The Vietnam national institute of open training”) and The North America: Canada (“The Athabasca university”), USA (“The national technological university”) and Australia (“The Deakin university”).

The creation of the unique system of distance education in Russia is currently relevant, since it can the most adequately and flexibly respond on the needs of society, corresponds to the logic of development of the education and society, where the human needs are put at the head. The prerequisites for the creation are the significant contingent of those wishing to study at a distance and the constantly emerging centers of new technologies.