THE ROLE OF INTELLECTUAL COMMUNICATIONS
IN THE EDUCATIONAL PROCESS

Konovalenko O.E. [1]**, Brusentsev V.A.** [2]
[1]*National Technical University*
«Kharkiv Polytechnic Institute», Kharkiv
[2]*Kharkiv State Academy of Culture, Kharkiv*

With the development of the Internet and communication technologies, humanity has been able to communicate regardless of its location. The availability of the Internet has contributed to the spread of such promising interactive educational interaction through information and communication networks as distance learning, making education, it would seem, even easier and faster.

In the context of the digital transformation of education today, it is necessary to train teachers who are able to create their own e-learning models, interactive modules and exercises. Students are actively involved in the process of solving practice-oriented tasks, which allow creating models of situations within the framework of classes that are adequate to educational practice and contribute to the formation of professional competence.

Information technology has taken over the world so much that the old educational models practically do not meet the requirements of the time. Modern technologies make it possible to illustrate the material presented, to improve the quality of its perception by students. Consequently, the learning process becomes more efficient, while its structure does not change.

Recently, a large number of learning content management systems have appeared, which include the following: Adobe Connect Training, ATutor, Blackboard, Claroline, Docebo, Dokeos, eFront, eLearning 3000, IBM Lotus, ILIAS, iSpring, Learner Nation, Live@EDU, MOODLE , NEO, OLAT, Open Elms, OpenACS, Saba Learning@Work, Sakai, Schoology Edmodo, SharePointLMS, TrainingWare Class, WebCT, WebTutor. The analysis of these systems has led to contradictions in the choice of a single system, since each has its own advantages and disadvantages. All of the proposed systems are equipped with sufficient capabilities to organize effective learning, although the researchers believe that MOODLE, Blackboard or eFront are best suited.

Currently, there is an accumulation of experience, a search for ways to improve the quality of education and new forms of using information and communication technologies in various educational processes using artificial intelligence tools. Certain difficulties in the use of ICT in education arise due to the lack of not only a methodological basis for their use, but also a methodology for developing ICT for education, which forces the teacher in practice to focus only on his own experience and the ability to empirically look for ways to effectively use information technology. But unfortunately, the problems of computer vision, natural language processing, speech analytics, and decision making have not been solved yet.