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IMPROVEMENT OF CONTINUOUS METHODOLOGICAL SERVICE IN THE
SYSTEM OF GENERAL SECONDARY EDUCATION BASED ON DIGITAL
TECHNOLOGIES

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Abstract: The article examines the possibilities of improving continuous methodological services in the general secondary education system based on digital technologies. Using the example of organizing methodological activities in physics, the authors of the article demonstrate how digital technologies can be effectively used to ensure more effective learning and improve the quality of education.

Key words: Secondary education, digital technologies, educational efficiency, educational quality, methodological services, integration of digital technologies, electronic resources, online communication, data analysis, mobile applications, interactive lessons, online laboratory.

Introduction. In the modern system of general secondary education, there is a tendency to integrate digital technologies into the process of teaching and methodological services. This allows to increase the efficiency and quality of education, as well as to ensure closer interaction between teachers, students and parents. In this article, we will consider the possibilities of improving continuous methodological services in the system of general secondary education based on digital technologies, using the example of organizing methodological activities in physics.

Theoretical basis. Continuous methodological support is an important component of the education system, ensuring continuous improvement of the learning process and improving the quality of education. Digital technologies can be effectively used to organize and implement methodological support, providing access to resources, information exchange and coordination of actions between teachers, students and parents.

Methods and tools . The following methods and tools can be used to improve continuous methodological services in the general secondary education system based on digital technologies:

- *Electronic resources* : Creation of electronic resources such as interactive lessons, online courses, e-textbooks, etc. to provide access to information and resources for teachers and students.
- *Online communication* : Use of online communication platforms such as email, chat rooms, forums, etc. to facilitate interaction between teachers, students and parents.
- *Data Analysis* : Use of data analysis tools to monitor and evaluate the effectiveness of methodological services and to identify areas for improvement.
- *Mobile Applications* : Create mobile applications to provide access to resources and information anytime, anywhere.

An example of organizing methodological activities in physics.

The following digital technologies can be used within the framework of organizing methodological activities in physics:

- *Interactive Lessons* : Create interactive lessons that include videos, animations, simulations, etc. to provide more effective physics learning.
- *Online Labs* : Create online labs that allow students to conduct experiments and research in a virtual environment.
- *Electronic assignments* : create electronic assignments that allow students to complete tasks and receive feedback online.

Conclusion. Improving continuous methodological services in the general secondary education system based on digital technologies is an important area of education development. The use of digital technologies can improve the efficiency and quality of education, as well as ensure closer interaction between teachers, students and parents. In the example of organizing methodological activities in physics, we see that digital technologies can be effectively used to ensure more effective learning and improve the quality of education.

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