ELECTRONIC INTERACTIVE LEARNING OF USE OF INFORMATION TECHNOLOGIES IN PROFESSIONAL ACTIVITY - EFFECTIVENESS OF CREATION OF METHODOLOGICAL COMPLEXES

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ABSTRACT

This methodical article talks about the methodical foundations of creating interactive learning-methodical complexes in the science of digital technologies in education. The article describes the goals, characteristics of interactive educational-methodical complexes in the science of digital technologies in education, and two approaches to the illumination of the educational material.

Keywords: article, methodology, interactive, educational-methodological complexes, module.

ЭЛЕКТРОННОЕ ИНТЕРАКТИВНОЕ ОБУЧЕНИЕ ИСПОЛЬЗОВАНИЮ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ - ЭФФЕКТИВНОСТЬ СОЗДАНИЯ МЕТОДИЧЕСКИХ КОМПЛЕКСОВ

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Аннотация:

в данной методической статье говорится о методических основах создания интерактивных учебно-методических комплексов в области цифровых технологий в образовании. В статье описаны цели, характеристики интерактивных учебно-методических комплексов в науке о цифровых технологиях в образовании, а также два подхода к освещению учебного материала.

Ключевые слова: статья, методика, интерактивные, учебно-методические комплексы, модуль.

INTRODUCTION

Today, the tasks provided for by the "National Personnel Training Program", created to radically reform the education sector, are being implemented at a rapid pace. One of the most important tasks in this regard is the effective and high-quality organization of theoretical and practical training, which is the most important link in the educational process, based on new pedagogical and information technologies, including achieving positive progress in mastering. student's knowledge of the subject.

In modern education, based on interactive learning in the field of digital technologies - methodological complexes, there is a great need to determine the interest, passion, desire, level of preparation and abilities of each student for science, and the personal characteristics of the student. manifests itself only in parts of the educational process, in its episodes, and the feasibility of using these features in these parts is determined. In the methodology for creating

interactive educational and methodological complexes in the field of digital technologies in education, you should pay attention to the following:

-Person-oriented approach;

-Individual and differentiated approach to students in education.

These approaches reflect students' level of preparation, interest, enthusiasm and ability for digital science in education. The concept of a differentiated approach integrates connections between the activities of the teacher and the student. Now that the student is in a group, attention is paid to his place and characteristics. The classroom experiences learning with the class and at the same time teaching methods that take into account individual differences. So, it became clear that differentiation is necessary for individualization. This defines the relationship between student and teacher. The limit of differentiation and individualization is not strictly defined.

The individualization of education is based on a specially programmed teaching method. Therefore, in education, interactive training in information technology - in the methodology for creating methodological complexes, if differentiated education means the universality and effectiveness of education, then individualization means the universality and effectiveness of educational material, i.e. it is understood that it is reflected in knowledge. every student.

To implement an individual and differentiated approach in the process of creating interactive educational and methodological complexes in the field of digital technologies in education, it is necessary to prepare work plans and theoretical material accordingly and adapt the educational process to this approach.

In the methodology for creating interactive educational and methodological complexes on the science of digital technologies in education, it is advisable to be based on two approaches to covering educational material, that is, divide the educational material into small parts (small pieces, parts, points) to learn, present educational material in large blocks (in form of modules). Both approaches have advantages and disadvantages. Studying educational material in small parts (portions, steps) is typical for the programmatic teaching method. In this case, the educational material is easily absorbed by the student. Because in this case, the educational material is divided into small parts, down to one task (task). It becomes easier to remember the material. The principles of an individual approach to the student have been implemented. In the second case, i.e. when studying educational material in large blocks, i.e. during large-scale study, conditions are created for the connection of the concept being studied with other concepts and the dynamics of the development of this concept. Because the concept being studied is acquired by linking it to the main phrase (basic concepts, basic concept).

The student's knowledge is deepened and systematized. When studying educational material in parts, knowledge is not deepened enough, and the knowledge gained is quickly forgotten. Therefore, the effectiveness of the second approach in providing educational material is known. In the second approach, the concept of a module has a special meaning and is associated with teaching educational material by dividing it into blocks or modules. Therefore, we will give some definitions that clarify the concept of a module.

A module is a unit of educational material developed on the basis of certain principles and aimed at mastering the fundamental concepts of science. Module element – a module component that determines the content of educational information in the module. The module

covers a specific phenomenon, law, section, main topic or group of interrelated concepts. A module is a logically completed unit of educational material aimed at mastering one or more fundamental concepts of an academic subject. A module is sometimes called a section or block. A micromodule is understood as the most closely interconnected group of curriculum subjects. Thus, the modularity of educational materials creates the opportunity to work with students in different (classified) and individual ways.

Modular training is a block consisting of interconnected elements that can be controlled. The main task of modular training is a completed block of information. In modular teaching, the curriculum can be taught in full, short or in-depth classification. In teaching the module, serious attention is paid to interdisciplinarity. The application of basic concepts and basic phrases in the material being studied, the scope of presentation, interdisciplinarity and issues are ensured in accordance with educational standards. With modular training, it is necessary to create an educational and methodological complex for students. Component of the electronic educational and methodological complex: lecture course of theoretical material; a set of methodological recommendations for practical work; a set of questions to control knowledge; task, exercise, training seminar, set of problematic issues and methodological recommendations for their implementation. The objectives of the electronic educational and methodological complex are: to help the student imagine and understand the whole picture of the material being studied; facilitating the acquisition of materials; individualization of education; improved control and self-control. Fulfilling the tasks of the electronic educational and methodological complex makes it possible to use innovative approaches in education. With the help of EO'UM, it is possible to form professional knowledge and skills of students, which consists of such stages as the creation of cognitive activity and motivation, as well as the organization of independent activity of students, including elements of fundamental knowledge and self-control.

One of the urgent tasks is the creation of interactive electronic educational and methodological complexes on digital technologies in education of various forms and types, highly prepared graphics and their use in the educational process. Of particular importance is the creation of computer science elements, maintaining the principle from simple to complex, paying attention to the sequence of elements in the created electronic educational and methodological complex. The creation and implementation of meaningful electronic educational materials in accordance with the curriculum of schools and vocational schools has a positive effect on the effectiveness of student learning.

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