

Ragimova T.T.

**TERMS OF CREATION AND USE
ELECTRONIC EDUCATIONAL RESOURCES IN THE PROFESSIONAL
TRAINING OF THE FUTURE
TEACHERS OF INFORMATICS**

The author examines the psychological and pedagogical conditions for the creation and use of electronic educational resources in the professional training of future teachers of informatics. A special place in the educational process is occupied by the author's special course "Electronic educational resources".

This article explores the psychological and pedagogical conditions for the creation and use of electronic educational resources in the training of future teachers of science where special place belongs to the author special course "Electronic educational resources".

Key words: psychological and pedagogical conditions, electronic educational resources, future teacher of computer science, special course.

Keywords: psycho-pedagogical conditions, electronic educational resources, a future science teacher, a special course.

In the Concept for the modernization of Russian education, among the most important factors determining the new requirements for educational outcomes are "dynamic economic development, increased competition, reduction in the sphere of unskilled and low-skilled labor, deep structural changes in the employment sector, which determine the need for professional development and retraining of workers, the growth of their professional mobility"[2]. These new requirements cause a change in ideas about the essence of a person's readiness to perform professional functions and social roles. In particular, today, a change in the readiness for professional activity of a teacher is, first of all, the ability to master new pedagogical technologies, a significant increase in the level of independent activity, the ability to design, selection of pedagogical tools; mastering information and communication technologies in their professional field.

In pedagogical science, there are certain theoretical prerequisites for resolving issues related to the preparation of teachers at the university for the use of information and communication technologies (ICT) in professional activities and the definition of goals, content, methodology and methods of teaching computer science and ICT of future teachers; creating conditions for teachers to master information technologies as means of informatization.

Electronic educational resource (EER) is considered by researchers when studying the characteristics and properties of information educational didactic computer environments; within the framework of the information approach, the functions and didactic potential of information educational resources are determined [1]. The works of scientists from the Institute for the Content and Methods of Teaching and Informatization of Education of the Russian Academy of Education describe specific ESM used in secondary and higher education. In the works of A.A. Andreeva, E.S. Polat, A.N. Tikhonov et al., The potential of Internet resources as a special type of ERM for organizing distance learning is revealed [3]. At the same time, the preparation of future teachers of informatics for the creation and use of electronic educational resources has not been the object of a special study until now.

Highlighting the aspect of creating electronic educational resources as a separate area of research is carried out (mainly) at the methodological level. Not all stages of creation of electronic educational resources were in sight, but only their implementation by means of ICT. Currently, there is a need to prepare the future teacher of informatics not only for the use of ICT tools, but also for the readiness to design, develop and create a methodology for the introduction of ESM.

Among the practical prerequisites for solving the problem of preparing future teachers of informatics for the creation of EER should be attributed to the increase in the number of teachers and university professors using electronic resources in their educational activities. As specially conducted polls show, in recent years, the number of electronic educational resources developed by teachers of the Republic of Dagestan has increased. In 2003-2004, when generalizing pedagogical experience, conducting open lessons, master classes, only 13% of teachers showed author's presentations for lessons, in 2005-2006 the share of using author's presentations for lessons increased to 45%, while the main means the MS PowerPoint program was used, 5% of teachers used tests created with the help of editors, electronic educational resources of a controlling type,

Since 2009, there has been a tendency for teachers to independently create electronic educational resources of various types (informational, educational, training, supervising, complex: electronic educational modules and electronic educational and methodological complexes). Thus, there is a need for scientific and methodological support for the activity of a teacher of informatics when creating an EER, but at the same time, the content of these issues is clearly insufficient in the theory and methodology of teaching the disciplines of the information technology cycle, the developed methodological recommendations are of a general nature. The relevance of the study is due to the need to identify the didactic conditions for the preparation of future teachers of informatics for the creation and use of EOR in their professional activities, which will make it possible to implement the requirements of the third generation SES VPO. To prepare for the possibility of self-development or adaptation of previously created ESM, it is necessary to master ICT tools. In our work, by ICT tools, we mean teaching aids operating on the basis of ICT tools, which I.V. Robert defined it as a set of interrelated and interacting (within the framework of the method of their use) elements and / or components of a system that form a certain integrity, unity.

On the basis of modular technology, we have developed a special course "Electronic educational resources", which is studied by future teachers of computer science in the 5th year (10th semester).

We offer the content of this special course.

Module 1. Electronic educational resources as teaching materials of a new generation.

1.1. ESM concept.

1.2. General requirements for ESM.

1.3 Classification of ESM.

Module 2. Methodological aspects of using ESM in the organization of education in a general education school.

2.1. The main directions of the introduction of ESM in the educational process.

2.2. Method of using ESM.

2.3. Some of the difficulties arising from the use of ESM.

Module 3. Development of ESM.

3.1. Development of the ERM structure.

3.2. Means for creating ESM.

3.3. Requirements for the development of ESM.

3.4. Development of a specific EOR for school informatics.

Future teachers of informatics experience special difficulties in studying the course "Theory and Methods of Teaching Informatics". To develop the potential of students and ensure the quality of their methodological training, we have developed an electronic educational and methodological complex (EUMK) "Theory and Methods of Teaching Informatics". This EUMK contains graphic, text, digital, music, video, photo and other information aimed at realizing the goals and objectives of modern pedagogical education. The structure of the EUMK is represented by the following sections: program; theoretical block; practical block; control and diagnostic unit.

The use of EUMC provides an opportunity to shift the emphasis in teaching to the development of each student and to make the transition from simple assimilation of the body

of knowledge to activity, developmental learning, and as a result - the formation of professional competence in the modern information and educational environment.

In our practice, the use of EUMK contributes to the activation of the student's work in the classroom and the successful assimilation of the educational material.

LITERATURE

1. Abramov E.V. *The potential of electronic educational resources in the educational process* / E.V. Abramov // *New educational technologies at the university: collection of reports of the fifth international scientific and methodological conference. - part 1.* Ekaterinburg: GOU VPO USTU-UI, 2008. - pp. 138-144.

2. *The concept of modernization of Russian education for the period up to 2010* // Appendix to the order of the Ministry of Education of Russia from 11.02.2002, No. 393.

3. Chernobay E.V. *Methodical system of teacher training for the creation of electronic educational resources: Author's abstract ... diss. Candidate of Pedagogical Sciences.* - M., 2008. -- 21 p.