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PECULIARITIES OF PREPARING TEACHERS FOR THE DEVELOPMENT AND USE OF E-LEARNING RESOURCES

Abstract: This article outlines the problems and the causes of their occurrence in the development of means of information resources, including electronic educational resources (EER), ways to solve them, especially the preparation of teachers for use in EER training classes.

Key words: information technologies, electronic educational resources, professional competence, design of EER, assessment of EER, application of EER, professional training, methodological system.

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Introduction

Today, it is difficult to imagine the field of education without informatics, information and computer technologies. In particular, e-learning resources (EER), which greatly help teachers to achieve their work efficiency in the conduct of lessons, also serve to make lessons interesting, increase the educational and pedagogical achievements of students [1]. Therefore, the issue of broad and effective implementation of EER in the educational process today remains one of the most pressing issues in the professional training of teachers of computer science and information and communication technologies.

It should be noted that today it is difficult to express the opinion that EERs are always used in the activities of teachers of computer science and information technology. According to research in this area, EERs used in the teaching process are used in traditional teaching methods, mainly for the purpose of "filling in the gaps." The pedagogical relevance of many developed and used EERs depends on the "conscience" of the authors of these programs, as many of these developments do not take into account today's requirements for informatization of education, theoretical and conceptual developments in this area, didactic methodology [5]. For this reason, it is important to study the problems of the specifics of the development of e-learning resources for teachers and their preparation for use.

Indeed, EERs are often used in the traditional model of teaching in the form of a lecture-instruction consisting of slides, animated objects, and fragments of video material in order to develop learners 'interest in learning. Training in this form is passive, although today the training of learners in the opposite way, that is, in an active nature, is on the agenda.

Main part

This situation with the use of EERs in teaching contradicts the views expressed in many psychological and pedagogical studies, which show the great importance of EERs for improving learning outcomes [2]. Information technology has a huge potential to overcome such situations and increase the efficiency and productivity of ETRs. in particular, EER is also able to shape the relationship of participants in the learning process based on mutual trust.

These shortcomings include the inefficiency in the use of EERs, the attempt to adapt EERs to the traditional learning environment, including the traditional goals, content, form and methods of teaching, the desire to use only the most obvious

potentials of EERs, and especially the technical tasks of teachers in developing EERs. it should be noted that their inability to form correctly. These occur for the following reasons:

- Insufficient level of professional training of teachers involved in the introduction of EER in the teaching process;

- Lack of consistency of EERs within the boundaries of topics, sections and, moreover, a single subject in a particular subject;

- Lack of clear scientifically based measures for pedagogical examination of existing EERs;

- Insufficient development of the system of training teachers for the independent development of multifunctional EERs and the formation of technical tasks for the development of semi-functional EERs.

With this in mind, it is necessary to take into account the new goals of education in the development and implementation of EERs in the educational process. Today, such goals have been developed in the context of the demands of the individual, family, society and the state on the education system, given the growing potential of information technology. In order to achieve these goals, it is necessary to inform the public, including the education system, and to involve EERs in the educational process, which can incorporate the achievements of information technology.

As noted in almost all modern scientific research, at the level of teaching subjects, it is necessary to use information technology tools (including EERs) and train teachers who will be able to solve current professional problems. Particular attention will be paid to the creation of EERs that can meet the needs of modern education, with quality content and functionality appropriate to the individual learning systems of the subject, which provides for the achievement of the planned learning outcomes. As a result, the problem of creating appropriate professional qualities in teachers, as well as the creation of an information and educational environment of the modern education system becomes a topical issue.

g future teachers to use information technology in their professional activities and work in an individualized educational environment is carried out in two stages:

1. In the process of professional training in a higher education institution;

2. In-service training and additional professional training.

A competent approach is the main approach to the training of future professionals in the process of vocational training in higher education. According to this approach, the main purpose of training future specialists in higher education is to form in them general, professional, professional-practical and general cultural competencies. Therefore, in recent years, it is important for future professionals to create

certain components of competence in accordance with the requirements of the information technology era, and thus ensure the full readiness of the future specialist in the field of professional activity [3]. Among the types of professional activities of the future teacher, emphasis is placed on his pedagogical, project, research and cultural-educational activities. Among them, the components of the teacher's project activity in the context of the issue we are considering are important. The teacher's project activity (including the process of designing ETRs) involves a systematic approach, which consists of the following stages:

- identification and analysis of planned learning outcomes;

- determination of the required types of educational activities;

- design of learning situations and learning objectives;

- selection of teaching aids for the implementation of the required educational activities.

The process of professional development and additional training is characterized by the following features:

- Teacher training on the use of information technology, including ETR in the educational process is carried out on the basis of training and retraining centers (institutes) of the education system, retraining because they have sufficient information and communication tools and capabilities, pedagogical and technical directions; has the ability to effectively implement the training process;

- In the field of training and retraining of teachers in the field of introduction of information technologies in education, each region can develop its own concepts and programs for informatization of the education system in its territory, based on their capabilities;

- In-depth and basic computer training in the use of network information technologies and ETRs in retraining and advanced training of teachers, which has the opportunity to fully take into account the specifics of the use of information technology in the teaching of specific subjects.

In view of the above, it should be noted that the methodological system for developing ETRs, assessing their quality and preparing teachers for their use in the educational process must meet the following requirements:

- The content of the system of teacher training in the field of development and implementation of ETR in the educational process should be in line with modern educational goals;

- to supplement the methodological content of teacher training in conjunction with the acquisition of the theoretical basis for the design and application of ETR in the educational process, based on educational objectives;

- The system of training teachers for the use of ETRs should be flexible and dynamic and take into account the areas of professional training;

- In addition to the three priority components for the development, application and evaluation of ETRs, another fourth priority component should be added - the design of a pedagogically based technical task for the development of ETRs;

- The content of the system of teacher training for the use of ETRs should have a fundamental basis;

- Teachers should be trained to ensure the transition from traditional methods of using ETR in the educational process to the independent activity of students;

- In order to increase the capacity of teachers to use ETRs in the educational process, it is necessary to establish a mutual exchange of methodological experience in the pedagogical community;

- The readiness of teachers for the effective use of ETRs in the educational process should be continuous and continuous;

- The concept of interdisciplinary connection in the use of information technology in professional activities by teachers should be formed.

Conclusion

In general, a promising direction in the training of teachers of informatics, information and communication technologies is the formation, development, selection and methodological application of science-based e-learning resources in the educational process, not only in the technical and technological aspects of working with information technology such as.

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