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ОКУУЧУЛАРДЫН ӨЗ АЛДЫНЧА ИШТЕРИН ИНТЕРНЕТ-ТЕХНОЛОГИЯЛАРДЫН ЖАРДАМЫ МЕНЕН УЮШТУРУУНУ БИЛҮҮ

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ABILITY TO ORGANIZE INDEPENDENT WORK OF PUPILS BY MEANS OF INTERNET TECHNOLOGIESE

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УМЕНИЕ ОРГАНИЗОВАТЬ САМОСТОЯТЕЛЬНУЮ РАБОТУ УЧАЩИХСЯ С ПОМОЩЬЮ ИНТЕРНЕТ-ТЕХНОЛОГИЙ

Одна из главных трудностей, с которой предстоит столкнуться автору разработчику в процессе проектирования электронного учебника (ЭУ) состоит в необходимости предвидения ситуации на экране (которую нужно представить себе с точностью домалейших деталей), чтобы сформулировать текст задания-инструкции и сформировать базу данных учебных единиц строго в соответствии с ним.

Ключевые слова: компьютерные технологии, информационные технологии (ИТ), информация, коммуникация, Майкрософт, электронный учебник, учебно-методический комплекс, учебно-методическое пособие, учебно-методические издания.

One of the principal difficulties which the author should face to the developer in design process of Electronic textbook (ET) consists in need of anticipation of a situation on the screen (which needs to be imagined to within the slightest details) to formulate the text of the job instruction and to create the data base of educational units strictly according to it.

Key words: computer technologies, information technologies (IT), information, communication, Microsoft, electronic textbook, pages, training package, educational-methodical complex, textbook, tutorial, methodical tutorial, methodical publications.

In modern pedagogical practice, a certain experience has been accumulated in the use of certain elements of design activity. As noted earlier, designing as a complex activity combines individual and collective creative processes. Practical implementation of the design procedure is a technique and gradually accumulated experience. It is clear that the development of design skills best occurs in the process of organizing design activities. Computer technologies in students' design activity are not just a new tool that allows you to access large amounts of information, automate data processing operations, and present the results of your activity in a new way. Taking into consideration modern conditions and requirements for specialists, we can organize such activities with the use of information technologies (IT), which not only facilitate access to information, open opportunities for individualization and differentiation of educational activities, but also allow to organize interaction of all subjects of educationin a new way, to build an educational system in which the student becomes an active and equal participant in learning activity. With the use of information and communication technologies at various stages of implementation of educational projects, a new stage in elaboration of design method of instruction is connected. At present, in our country the development of design training technologies is largely influenced by various international projects and programs. For example, the experience of organizing joint activities that have the character of partnership and directed towards solving problems significant for participants in project activity is represented by Microsoft specialists, and method of educational projects is implemented in the program "Training for the Future", announced by Intel in many countries of the world.

We argue the choice of a joint organization of design activities for elaboration of an "electronic textbook". Student quiz about the choice of individual or collective design activity showed that only 7% prefer individual work, while the other 93% chose the group (joint) form of organization of design activity. Itcan be explained by conducting a comparative analysis (taking advantages) of individual and joint design activities. There is no unified opinion about that. In this case, we support the point of view of E.S. Polat, who believes that design method can be effective only in combination with "worktechnology in cooperation groups". In the work of I.S.Sergeev [4, p. 26-27] advantages of personal and group projects are highlighted

Processabilityofdesign activity, according to I.A. Kolesnikova, "is based on the effect of consistency and regulated sequence of action of transforming nature. Moreover, the transformative effect extends both to the joint result, and to the direct participants of design "[1, p. 42].

It should be noted that in process of organizing joint design activities for elaboration of an "electronic textbook" we use a cognitive potential of group community, when students study together, and not just side by side. At the same time, teacher takes the position of a moderator of joint cognitive activity, collective creation of adequate ideas, knowledge of a wide range of problems that have integrative character and intersubjective connections.

In this case, the process of creating an "electronic textbook" acts as a "joint, planned and conscious activity of trainees, which has a common goal, a problem, harmonized methods and aimed at developing a certain

system of intellectual and practical skills" [2, p. 168], i.e. activity on implementation of the educational project. From the students' point of view, this task allows you to do something yourself, in a group or by yourself, using the most of your opportunities. From the teacher's point of view, it is integrative didactic method of progress that allows us to develop special and design skills.Thus, in the process of performing the work, we simultaneously solve several tasks: we contribute to the development of design skills, the ability to work with information (extract, process, present information in ready form), teach students to structure educational materials.We teach to work in a group; we develop the ability to coordinate our actions with the actions of our colleagues. Developing separate "pages" of the ET, studentsprocess knowledge gained earlier in a new way, generalize, systematize, order them in the most concise form in a logical sequence. It helps us to understand, rethink the content of the subject. Noting the importance of design during the development of textbooks, P.S. Lerner emphasized that "design, as a method of knowledge and understanding of practical activities, provides practical assistance in understanding the role of knowledge in life and education, provides an idea of "amount of activities" used by people in their productive (design) activity (the algorithm of actions).It allows students to "try" various activities for themselves, their preferences and inclinations, abilities". [3] Organization of joint design activity optimizes the process of education. The fulfillment of the project task contributes to the understanding of generalized image of pedagogical actions and the planned result, develops the ability to plan step-by-step pedagogical activity, to purposefully set and solve the tasks of organizing pedagogical (methodological, organizational) activity, to adequately choose methods and means of pedagogical activity, to perform the reflection of work.

Training package is a set of didactic materials designed for independent, as a rule, individual work of students on separate sections of course [170, p. 302].

Educational-methodical complex - a complex of educational publications, a system of didactic teaching aids on aexact discipline, published for the purpose of the most complete implementation of training and educational problems formulated by corresponding curricula [10, p. 21].

Textbook - a book in which the foundations of knowledge in a certain field are systematically presented at the level of modern achievements of science and culture; the main and leading type of literature [5, p. 201]; educational publication, containing a systematic exposition of the academic discipline (its section, part), corresponding to the curriculum and formally approved as a given type of publication [1, p. 21].

Tutorial - educational publication, supplementing or partially (fully) replacing textbook officially approved as a given type of edition

Educational and methodical tutorial - educational publication containing materials on the methodology of teaching the academic discipline (its section, part) or on the methodology of education

Educational and methodical publications are a kind of publications that includes materials on the methodology of teaching the academic discipline, studying the course, completing course and diploma works, organizing students'independentwork; they give a description of methods of mastering discipline and preparing various tasks, diploma and course papers [2, p. 19-20].

According to A.V. Khutorsky, "the boundaries of understanding the concept of "textbook" are blurred due to its integration with other teaching tutorials and publications, such as a practical work, a task book, a handbook, an anthology, dictionary, didactic manual. Uncertainty in understanding the essence of textbook makes the increasing variety of forms of its presentation ... "[4, p. 10-19], including electronic. Question of creation and application of electronic textbooksis often considered in system of distance education, the development of electronic training courses. In I.S. Spirin's work *the electronic training course* (ETC) is understood as "a system of electronic teaching materials interconnected in content and methodologically, providing constant use of information and communication technologiesby student sin all types of educational activity in the process of studying the discipline (academic subject)" [3].

M.I. Poteev and others consider the electronic educational and methodical complex as "a pedagogical software that contains a set of educational and methodological components, compiles a project of a systematic description of educational process in accordance with the relevant educational discipline, makes it possible to fully organize its study, monitor and evaluate achieved results" [5].

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