THE PLACE AND VALUE OF ELECTRONIC EDUCATIONAL RESOURCES IN FORMING ICT TEACHERS

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ABSTRACT

Currently, a single definition of the term "electronic resource". We understand under electronic resource training materials with interactive multimedia content for playback that use computers. However, the various possibilities of interactive multimedia content, most teachers do not take into account in their work. Analyzing training and tutorials for students, as well as visiting teachers organized activities, we have identified the following reasons: Graduate University has only a general idea about some of the electronic resource and at best about them some teaching opportunities. Therefore, coming to work in school, he is not quite ready to work in ICT-rich environment, use interactive multimedia content; the lack of sharing of experiences using specific electronic resource. At the seminars, master classes, round tables are informing teachers about new electronic resource and, at best, showing some of their capabilities; clearly insufficient number of methical recommendations and published for the use of electronic resource. Thus, teachers have to develop electronic resource capabilities from scratch, often by trial and error, which leads to using only those opportunities that lie on the surface, far from enhancing the electronic resource as interactivity.

Keywords: Electronic educational resource, an interactive, multimedia, didactic, teacher recommendation, information and communication technology (ICT).

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Methods and technologies of training, professional tools teachers media training information does not remain constant throughout the history of teaching. They constantly changed with the development of the technological capabilities and the growth of knowledge, not human memory can hold.

Breakthrough in the development of educational technologies has been the emergence of personal computers. Modern computers, interactive whiteboards are able to organize interaction of students with educational materials. There are new methods of training using training programs (controlling, gaming, simulators), demonstrations (illustrations, animations, video, virtual tours), reference and information program (electronic encyclopedias, handbooks) [1].

The introduction of computer technology in teaching began in the late past century, however, the use of information and communication technologies (ICT) have not had a significant impact on improving the efficiency of the educational process has not produced those results expected.

Several reasons for this, "the most important of them is that education has not become for many teachers continuing need, the motive to improve professional activity" [3, p. 29]. Moreover, gradually equipped cabinets computer workstations. The teacher Workstation

includes a computer, projector, printer, scanner, digital camera or camcorder. Also appearing in the offices of the interactive whiteboard, with whom the teacher or student can work with both PC monitor with respect to educational institutions has already formed the term "ICT rich environment. This term refers to the availability of computers in classrooms, the library, classrooms, laboratories connected to a local area network, which in turn is a single information space of an educational institution [2].

Before you understand the role that can be played by electronic educational resources in shaping ICT competence, analyze the notion of "electronic resource". Nobody will ever be able to call the first electronic educational resource. It's not vacuum in science — the reason that it was not. Today, humanity is experiencing the third information revolution related to the transference of information on electronic media, as well as the creation of community networks.

At a time when the transfer of educational information on electronic media in education only began, did not distinguish between the printed and electronic versions of training materials. Transferred to the computer screen a typical tutorial called electronic educational resource. But the absurdity of such a "blind copy" information into the computer was quickly realized. If information is presented in the form of text, it makes no sense to work behind a computer screen — the same can read simple printed textbook. In addition, the read speed monitor on average 25% slower than reading printed text [1].

Begin to appear in future training tools specifically designed for such technical means of teaching, as a computer, that is, learning tools, the use of which is impossible without a personal computer. These funds represent a specially crafted programs and files recorded on various electronic media. Lately their increasingly appears in the Internet. If we talk about the possibilities offered by the use of computer technology, of course, is not the computer itself (and peripherals) is talking about creation of computer-based information environment educational purpose. But understanding what it should be, in General, and what should be its components, appeared far from immediately.

In connection with the introduction of information and communication technologies in education. Terms and definitions in the field of education became increasingly used the term "electronic resource", defined as an educational resource, submitted in digital form and includes structure, substantive content and metadata about them [4]. Today, giving a definition of "electronic resource" should not obscure the fundamental property of the computer as a teaching tool — reactivity. This property is that educational software can be configured so that they not only are running a student but are a reaction to his actions. This reaction can be a guide (for example, in the form of tips that should do next or what's missing for the successful execution of a job) or estimated (such as information about what errors were made when performing tasks). This reaction can be open, that is an affordable student (in this case, we are talking about the interactivity of a software tool), or closed and accessible only for teachers. In summary, the definition of «electronic resource» should be worded as educational materials with interactive multimedia content for playback that use computers.

Currently, the uniform classification of electronic resource is not developed. The reasons hindering the development of the classification of the electronic resource of: one and the same resource can be implemented in different forms and released on different media. For example, some electronic resource can support both network and local access, access to the

electronic resource on the Internet can be used for both work with him on-line and download archive with a local version in modern education are used most a variety of electronic resource.

There are several approaches to the classification of the electronic resource, the most developed is considered a didactic classification functions that they perform. Educational computer programs commonly referred to as electronic textbooks, computer tutorials, multimedia textbooks. The latter term seems to be the most successful, because the information is presented in several forms (text, graphics, sound by way of perception, static, dynamic, interactive to change over time). Today, most schools have their own library, complete with lots of electronic resource on CD in all academic subjects.

For this reason, many developers of new information and pedagogical technologies tried to exclude teachers from educational process. However, it turned out to be much harder, and now everyone realizes utopianism of this approach. The massive introduction of information and communications technology in school, as well as practical use of electronic resource, shows that the role of the teacher remains the leading. No computer, no Internet could not replace teachers. The presence of a large quantity of computer equipment and electronic educational resources does not reduce poverty targeting and increased utilization of information technology teachers in their professional activity. Experience shows that the electronic resource received in school, used sporadically or not at all are used and are not unpacked. There are several reasons for this. After having revealed the main causes of occasional use electronic resource and generally low efficiency of their application, it becomes clear that the problem informatization of education is impossible without solving other, more complex tasks informatization adequate pedagogic technologies. Within the framework of the formation of ICT training of teachers needed specific ways of applying information and communication technologies training, technique work with specific electronic educational resources. Lessons in ICT-rich environment should take place not, as in the subject area, and with an emphasis on maximum stimulation of activity of students [2].

The result of methodical recommendations is as follows: electronic resource developed spontaneous use, often in violation of sanitary rules and norms; created by teachers own electronic resource is usually presentation in MS Power Point, mainly used in demo mode and will not allow you to develop productive activities of students.

The training of teachers, higher and post-graduate education system, as already noted, does not always correspond to the requirements that today makes the teacher school. Therefore, it is necessary to establish a system of refresher courses, training seminars, master classes and other activities that would be carried out training in the use of new information technologies, familiarity with multimedia-publications new software products including hosted on the Internet. However, with regard to ready the electronic resource, they always present the foreign technique, someone else's style of teaching. As it applies to the presentations created by primary school teachers in MS Power Point. But every teacher ranks lesson considering a variety of factors: the degree of preparedness of a class, its substantive orientation, teaching experience, teaching intuition.

Thus, it is clear that the content ready for electronic resource rarely corresponds to the goals and objectives of the lesson, the teacher.

There are four main areas of its creation the electronic resource:

1. Independent creation of the electronic resource, primarily in MS Power Point.

2. Create your own based on the capabilities of the electronic resource developed resources.

3. Change existing electronic resource primarily off-line resources.

4. Formation of an individual set of the most useful resources to which the teacher would have access and which would be used in the preparation of lessons.

Like wile it becomes clear that now is an important stage in the development of educational content on the Internet has been the establishment of a system of educational portals. There are currently a number of portals, which collected and systematized education resources.

The purpose of creation of this system is to ensure a uniform free access to a combined catalogue of educational Internet resources, electronic educational and methodical library and system resources educational portals.

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