A System for Developing The Skills of A Future Primary School Teacher in the Use Of Digital Educational Resources

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Abstract The article tells about the formation of the readiness of the future primary school teacher to use digital educational resources and tells in detail how to solve this urgent pedagogical problem. In today's digital age, these ideas are becoming more and more important in the education system.

Key words: digital education, computer, resource, information, modern, electronic education, informatics, multimedia technologies

According to SD Karakozov, informatization of education is the process of creating a single information-educational space on the basis of mass communication and computer networks , its basic category is information-educational systems, and the principles of its creation have an integrative and humanistic basis. Within the framework of the information society, on the one hand, the main forms and methods of the specialist's activity change, which inevitably leads to a change in the content of his professional training. On the other hand, the socio-economic and educational environment surrounding it will change, together with the requirements for changing the content of education, it will lead to a change in the forms, means and methods of training a specialist. All this requires specialists, including primary school teachers, to search for new development models for the professional training system [1].

emphasizes the importance of "intellectualization and socialization of young schoolchildren within the framework of the use of ICT" in the information society and notes that these processes should be taken in two interrelated directions: to the primary education system is to include computer science and information technology in almost all educational subjects [2].

In this regard, in the conditions of modernization of education, in the opinion of LL Bosovoy , the tools and methods of informatics and ICT implemented by primary school students in the course of learning the independent educational subject "Informatics and ICT" should be clearly defined. purposeful acquisition or learning of other educational subjects and development of students' intellectual potential in extracurricular activities, formation of the ability to acquire knowledge independently , information-educational, experimental-research activities, various independent information activities the use of pedagogical technologies aimed at the implementation of district visions on the basis of ICT tools is of urgent importance [3].

KV Robert says that in the structure of the new generation of teaching-methodical support, the educational tools presented as educational electronic publications connected with the information resources of local and global networks occupy an important place.

Electronic publications with an educational purpose are intended to achieve the following goals : " presentation of educational information using multimedia technologies, hypertext, hypermedia, telecommunication means ; feedback to the user in interactive interaction ; automation of monitoring of educational results and progress in education; information and methodical provision of educational process and automation of educational institution management " [4, p. 176]. The structure of the educational material presented in the educational electronic publication is non-linear, which differs from the traditional (or linear or concentric) version.

developed the principles that determine the creation of the necessary didactic conditions for the effective informationalization of early intensive education when implemented in a complex manner [5].

the used information technologies with the goals of primary education , the age and psychological-pedagogical characteristics of primary school pupils. The most appropriate methods of working with information are performing various actions performed with visual images presented in electronic form , gradually moving to symbolic activities, and searching for information during research activities of young students. The use of an interactive whiteboard or electronic educational resources allows to comprehensively use all channels of learning information perception.

the use of resources from electronic education is aimed at the individualization of education, the development of young students was considered as the need to create conditions for the realization of individual educational trajectories starting from primary education. This principle requires the development of self-control skills of elementary school students from modern electronic educational resources, the formation of information processing skills at an individual pace and on the basis of the content that is important for him. does.

The principle of the convenience of education in the conditions of informatization of primary education is to observe sanitary and hygienic standards and rules for the use of technical tools in teaching primary school students, to use safe electronic educational materials from an ergonomic point of view. requires. Convenience is provided by creating favorable conditions for acquiring user skills that allow students to solve educational and daily tasks with the help of computers and other information tools.

leading tool for solving didactic, developmental and educational tasks during the lesson is considered as defining the most important direction of informatization of the educational process.

The principle of optimal integration of traditional and information technologies in the education of primary school students requires the need and opportunity to develop new didactic approaches that take into account the advantages of modern information technologies and technologies based on the traditions of primary education. q _ The optimal application of the principle consists in reducing the time and effort spent on solving didactic tasks of the subjects of the educational process [6].

an information source that includes graphic, textual, digital, speech, musical, video, photo and other information presented in digital form, directed to the implementation of the goals and tasks of modern education [7]. It is on this definition that we base ourselves.
The concepts of "digital resource", "information resource" and "educational resource" are related to the concept of "digital educational resource" . The concept of "information resource" is broader than the concept of "digital resource" (an information resource can be both in digital form and in paper form) and the concept of "educational resource" (any resource is educational has no character) [7, p. 43].

There is no universally accepted classification of digital learning resources , which creates some problems in cataloging them. As an example, we give a classification by type of information: digital educational resource with textual information (textbook, study guide, chronology, encyclopedia, collection of problems, dictionary, periodicals), visual information digital educational resource (picture, photo, digital educational resource, video of the process and training, demonstration, video tour), digital educational resource with combined information (textbook, training manual, chronology, encyclopedia , collection of problems, dictionary, periodicals), digital learning resource with audio information (sound musical performances, sound of living and non-

living nature), digital learning resource with video information (living and non-living audio-video objects of nature, excursions on educational subjects, encyclopedias), interactive models (laboratory exercises on educational subjects, virtual laboratories on educational subjects), digital education with a complex structure resource (textbook, study guide, chronology, encyclopedias).

A complex structured information resource is a digital educational resource based on digital text, video, audio recording, photo, interactive model, etc., with appropriate educational and methodological support. Such a resource helps the student and the teacher to understand a certain topic or a specific section of the school curriculum. A complex structured information source can also be used in further education and interdisciplinary fields.

Innovative educational system - a complete set of educational tools necessary for the implementation of the educational process in a specific educational subject (or a specific educational field), it is modern through the active use of pedagogical and information-communication technologies, it is necessary to ensure the achievement of educational results necessary for preparing students for life in the conditions of the information society .

Along with the term "digital learning resource", the term "e-learning resource" is also used. E-learning resources technically - a set of programs and certain words , from the point of view of the consumer - a set of meaningful elements representing objects, processes, abstractions that are the subject of learning. In addition, effective e-learning resources are highly interactive and rich in multimedia, as well as network distribution.

We use the concepts of digital and e-learning resource as synonyms.

related to the definition and description of digital educational resources, we found that digital educational resources provide the following opportunities in organizing the educational process:

- placement of large amounts of information (this is especially important for creating electronic interactive encyclopedias);
- quick search and use of necessary information;
- presentation of many complex events and processes in a visual (understandable) manner;
- use of graphic decoration;
- simultaneous reception of information presented in different forms - visual, audio, etc.;
- organization of various forms of students' independent acquisition and presentation of knowledge;
- objective and qualitative examination of students ' knowledge, for example, through a test;
- managing the individual process of acquiring knowledge.

The main feature of modern digital educational resources is multimedia. Multimedia is a synthesis of various types of information : text, graphics, animation, sound and video, in which it is possible to organize, combine and present this information in different ways . The use of digital educational resources in the educational process makes it possible to achieve the presentation of educational material in various forms. This, in turn, allows students to keep their attention on the subject for as long as possible, avoiding the risk of excessive strain due to the use of different channels of perception. In addition, according to the associative memory theory, information repeated through different sensory pathways (such as text, video, graphics, and sound) is better absorbed and retained longer [5,143–144].

Usually, the use of multimedia resources in the educational process is carried out according to one of the four scenarios described by B. Andersen:

Scenario 1 1. Using line views of multimedia applications

- a strictly given ordered presentation of the material helps to focus students' attention, but creates limitations in managing its presentation. In school practice, such resources (for example, presentations on certain topics of the course) are often used to organize frontal work.

Scenario 2. Use of non- linear views of multimedia applications - on the one hand - individualized use of educational materials at the expense of flexible navigation and high level of interactivity - and on the other - risk of confusion in the structure of the material.

example of such a resource is a multimedia encyclopedia compiled on a specific educational subject; in lessons, relevant electronic resources are often used in the frontal mode to explain some parts of

the topic and to organize some types of individual work of students (for example, searching for information on a given topic) .

Scenario 3. A training program or training course is intended to strengthen the acquired knowledge in practice, to develop critical thinking by setting unusual tasks. Such educational resources are usually not fully used in the class-lesson system , it is possible to organize some assignments, training and testing in the lesson. Such resources are used for distance learning and self-training.

Scenario 4. Creating multimedia – multimedia technology as a way of thinking, communicating and presenting knowledge: engaging students in active learning by giving them the opportunity to independently create materials and present their own concepts; development of abilities to think and solve practical tasks as a group, high level of motivation.

When using any of the scenarios, the educational process acquires new dimensions : the teacher mainly coordinates the educational process, and the students are active in acquiring new knowledge and activity methods.

Another important feature of digital educational resources is the possibility of interactivity, that is, dialogue, feedback. A high level of interactivity gives the user not only the feeling of being able to control the development of events, but also the feeling of responsibility for the obtained result. This gives the student the opportunity to move from passive perception of the presented information to active participation in the educational process.

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