

PEDAGOGICAL REQUIREMENTS FOR CREATION OF ELECTRONIC EDUCATIONAL RESOURCES

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In order to ensure the Decree of the President of the Republic of Uzbekistan dated June 30, 2017 PF-5099 "On measures to radically improve the conditions for the development of information technology in the country" it is necessary to create EATRs for all subjects on the basis of modern design requirements for educational institutions.

The application of modern information technology in the education system has necessitated a reconsideration of many existing concepts, both in content and substance. Therefore, a different approach and attention was paid to the process of education and training. When we say the learning process, we mean the whole process of teacher-student interaction. Now this process is combined with electronic teaching aids - electronic textbooks, video and audio cassettes, computer programs, television and radio training courses. Learning in this process is directly related to the learner's more internal capabilities, intellectual potential, and ability to receive and assimilate information.

One of the advantages of e-learning educational resources is that they are designed for in-depth mastery of teaching materials and scientific information through the formation of independent learning, creative thinking, skills and abilities. Also, this type of complex is superior to traditional educational-methodical complexes due to the concentration of scientific information, richness of exhibitions, ie the use of various animations, taking into account the features of interactivity [1].

In the texts are presented in an attractive, effective way, the basic concepts and definitions are written clearly and concisely, as well as the ability to control the knowledge of the users [2-3].

The following requirements are taken into account when creating an:

- degree of individualization of teaching (individualization);
- the need to take into account the history of teaching;
- the type of communication of the information that needs to be researched in the program;
- Opportunities and dimensions of student control of the program;
- type of control in the system (depending on the response or process), type of feedback (open or closed);
- The structure of the main blocks and the methods of interaction between them.

The following basic psychological and pedagogical requirements are taken into account in the design of EATR [nt]:

- scientific content: ensuring the construction of the content of educational activities, taking into account the basic principles of pedagogy, psychology, cybernetics, system design theory;
- Transparency: the ability to implement an arbitrary method of managing learning activities;
- goal-orientation: to provide the student with constant information about the near and long-term goals of teaching, the level of achievement of the goal;
- providing motivation: the formation of active forms of work, high demonstration, timely feedback, constant high motivation, strengthened by goal-orientation; motivation should not be at the expense of the computer's self-interest;
- availability of access control: diagnostics of the student for the purpose of individualization of pre-work training, and also rendering of the required first aid;
- individualization of teaching: the content of the individualization of the subject and the complexity of the learning tasks should be considered in accordance with the individual and age capabilities of students, taking into account the knowledge, skills and abilities experienced.

List of used literature

1. Andreev, A.A. Some problems of pedagogy in modern information-educational environments [Text] / A.A. Andreev // Innovations in Education. - 2004. - No. 6. - S. 98–101.
2. Branovsky, Yu. Work in an innovative environment [Text] / Yu. Branovsky, A. Belyaev // Higher education in Russia. - 2002. - No. 1. - S. 193–200.
3. E.A. Mikhailova. (2013). Forms of increasing the creative potential of pedagogical worknicknames. Management Practice of the DOU. - 2013, No. 1, ID Education of the preschooler, p.80. 7.