Mechanisms Of Creating An Electronic Methodological Set In The Professional Development Programs For The State Language

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ABSTRACT

The educational and methodological complex is a complete, self-sufficient set of educational and methodological materials that provide high-quality mastering by students of the content of the discipline, which is part of the main educational program and program of additional professional education in the specialties implemented in the college.The teaching materials are developed by the teaching staff based on the requirements from State educational standards, a curriculum of the academic discipline. The following article looks into the mechanisms of creating n electronic methodological set for professional training programs.

KEYWORDS

Electronic methodological set, curriculum, State educational standards, professional training.

INTRODUCTION

Professional development, advanced training, and retraining (in Uzbekistan) is a type of continuing education system, the process of updating and deepening the professional knowledge and skills of specialists and managers working in all sectors of the economy. Ensures that the competitive qualities of the staff and their knowledge and

skills are up to date. Professional development and retraining is a process of scientific theoretical and practical training of each employee, which includes acquaintance with the latest scientific achievements, innovations in their field, mastering them, new methods of practical work, learning best practices. The frequency of training and retraining varies for different specialists and managers, once every 2-5 years, and if necessary, for shorter periods. Advanced training and retraining is carried out in universities, training institutes and training centers with the right to professional retraining. This process can be disconnected from production, partially separated or not separated. Its form is determined by the in-service training institution taking into account the complexity of the training program and the needs of the client based on a contract with him. The duration of training and retraining varies, and in each case is determined by the goals and objectives. The institution of advanced training and retraining creates the necessary conditions for students to master the educational programs through the targeted organization of the educational process, the use of forms, methods and technologies of education. These programs are developed, approved, and implemented by in-service training institutions taking into account the needs of the customer, as well as the state requirements for the content of additional vocational training programs. The process of professional development and retraining of specialists will be completed with the final state certification. The procedure for attestation is determined by the relevant state education authorities. Students who meet all the requirements of the curriculum and successfully pass the final state certification will receive a standard diploma or certificate of advanced training and retraining. The Cabinet

of Ministers of the Republic of Uzbekistan shall determine the procedure for professional development and retraining of personnel.

Institutions of advanced training, institutes of advanced training and retraining are organizational, methodological and training centers in the system of advanced training and retraining of specialists and managers working in various sectors of the economy. In-service training institutes (teacher training institutes, medical training institutes, etc.) were established in Uzbekistan in 1930-40.

Institutions of advanced training. teaches students the latest achievements of science and technology, effective methods of planning and economic incentives, as well as issues such as computer science, scientific organization of production, labor, and management using means of mechanization and automation of production processes; develops curricula, plans prepares and publishes educational and methodical literature for the system of professional development. The main form of training in advanced training institutions is advanced training and retraining courses. Such courses vary depending on the size of the curriculum and syllabus that students are required to master to achieve their intended purpose. Also, short-term courses and seminars on topical issues are held. Pieces of training at institutes of advanced training include lectures, seminars, lab. studies, internships, best practices, consultations, and urban development. Also, advanced pedagogical technologies are widely used.

The purpose of retraining and retraining public educators is to form and increase the creative potential of teachers, improve their academic level, broaden their worldview and develop their personality. If we pay attention to the

process of organizing training courses for public educators in Uzbekistan, we can see the different forms and their specific history. That is, in our country, there are full-time, short-term and distance learning courses.

The system of professional development is based on the laws of the Republic of Uzbekistan "On Education" and "On the National Training Program" and the Cabinet of Ministers "On further improving the system of retraining and advanced training of teachers." The main objectives of the organization of retraining and advanced training of managers, teachers and other specialists of territorial administrations of public education, preschool, general secondary and out-of-school educational institutions following the Resolution of the Government of the Republic of Uzbekistan dated February 16, 2006, №-25, define functions, forms, methods and procedures.

On April 10, 2012, the Decree of the President of the Republic of Uzbekistan "On measures to further improve training in public administration" was signed. According to him, the Academy of State and Social Construction under the President of the Republic of Uzbekistan was transformed into the Academy of Public Administration under the President of the Republic of Uzbekistan. On June 22, the Cabinet of Ministers adopted a resolution "On measures to organize the activities of the Academy of Public Administration under the President of the Republic of Uzbekistan and strengthen the material and technical base."

Decree of the President of the Republic of Uzbekistan dated May 28, 2012 "On measures to further improve the system of training qualified teachers and the provision of secondary special, vocational education

institutions with such personnel", o On July 24 of the same year, the Decree "On further improvement of the system of training and certification of highly qualified scientific and scientific-pedagogical personnel", and on December 28 of the same year, the Ministers of the Republic of Uzbekistan The Resolution of the Cabinet of Ministers "On measures to improve the system of postgraduate education and certification of highly qualified scientific and scientific-pedagogical personnel" was adopted.

To effectively teach foreign language writing, students need to get an idea of the styles and genres of writing, as well as their language content. The style of speech is determined by a set of techniques for using linguistic means to express certain ideas, thoughts in various conditions of speech practice. The stylistic coloring of speech is also influenced by the form of its material realization, in our case, it is written speech. The classification of language styles is based on the following parameters: 1) the goal that is set by the speaker or writer; 2) the environment, conditions in which communication takes place; 3) individual characteristics of speakers or writers; 4) theme; 5) the form of speech. Writing styles include book styles and conversational styles. The book style, in turn, encompasses the scientific, formal-business, journalistic and artistic styles. Each style is represented by certain genres, each of which is characterized by a special form of text organization.

I would like to note that at present on the educational literature market there is a wide selection of various textbooks from British and American publishers, which, as a rule, have a "Letter" section with samples, explanations, exercises and assignments. Besides, there are special manuals for developing writing skills at

different stages of learning English - from beginner to advanced.

Consider the step-by-step preparation for completing assignments for writing short notes, postcards and personal letters to friends and family; official letters; essays and presentations. At the first stage, students should study in detail the samples of postcards, notes, personal and official letters that are offered in educational and methodological complexes (TMC). It is necessary to learn to follow the rules for the design of personal and official letters of different types, adopted in the country of the target language.

Students get acquainted with the structure of letters, their elements - the introduction, the main part, the conclusion. Then exercises are performed in which you need to compose different types of letters from separate ready-made fragments. In the second stage, students write their own letters, and the teacher controls both the design and the content of the letter, its style and volume.

Students ponder their letters, make a plan and a list of the necessary expressions and phrases. For example, in short notes and postcards, they demonstrate knowledge of the most common abbreviations in English. The plan for the personal response letter should come from the incentive letter. The task is to write a letter in which you need to answer your friend's questions and ask him your questions, ask for advice or share your experience, impressions, problems. We must not forget that an informal style should be observed - the address to loved ones, the final phrases and the signature must be informal. When composing an official letter, it is also necessary to follow the design rules - in this case, the appeal, vocabulary, ending phrases and the signature must demonstrate

the official style. And finally, students must learn to independently check their letters, control the volume and structure of the letter. Starting at the Pre-Intermediate level, students learn to write letters of thanks, job applications from a newspaper advertisement, resume, complaints asking for a refund for a low-quality product. At the next stages of learning English (Intermediate, Upper-Intermediate), new types of written assignments are added, for example, an advertisement, a news message. Naturally, at each new stage, the written assignments become more complex and lexically rich. But the principle of work remains the same: carefully studying the presented sample, training exercises, composing your letter. In essays and presentations, the ability to build a detailed statement following a communicative task in a given volume is tested, to express one's own opinion, to argue one's point of view, to conclude, consistently and logically correctly build a statement, use the appropriate means of logical communication, lexically, grammatically, spelling and stylistic

(neutral) format the text. The composition requires a sufficient vocabulary.

It is impossible to teach students to write essays if painstaking preparatory work has not been carried out.

The first stage can be considered a purposeful expansion of vocabulary by working with thematic texts that are contained in modern textbooks. All the necessary vocabulary is concentrated in thematic texts, be it a topic dedicated to environmental protection, education, leisure, sports, healthy lifestyles, etc. The author practices compiling lists of phrases, stable turns, phrasal verbs on various topics, which are constantly updated. You can

control this vocabulary in the form of continuous or selective dictations, oral polls.

Over several years of study, students accumulate a significant vocabulary, which will later be useful to them in writing essays. The second stage is a detailed study of sample essays on various topics. At the same time, students make a list of the necessary introductory words for the implementation of a logical connection in the statement. In teaching materials, as a rule, special exercises are offered for the use of introductory words. Such exercises illustrate the meaning of introductory words, their importance in moving from one thought to another. The author considers the preparation of oral presentations on the topics studied as a transitional stage. Students are offered a plan, which is a plan for a written statement, and they prepare oral reports or presentations on given topics in compliance with all the rules of a logical connection. Preparation for presentation can be an oral presentation (report or presentation) dedicated to a book, favorite hero, writer, film, play, exhibition, artist, director, actor. The final stage of preparation is writing your statements: essays and presentations.

The topic of the essay is always indicated in the tutorial after the sample, for example, "My favorite literary hero", "The happiest day", "Unforgettable holidays", "What to do with traffic jams", "Car or bike", "Live in the capital or in the suburbs ", etc. Students learn to write essays of two types: 1) a description of a person, place or event and 2) expressing their own opinion with argumentation for and against. Having got used to the preparation of oral presentations, students do not experience any special difficulties in compiling a description or expressing their opinion and

bringing two or three detailed arguments in its defense. As a result of preliminary work, students will be ready to present their own and alternative opinions and explain why they disagree with them.

It remains only to teach them to divide the text into paragraphs under its logical structure.

As for the preparation for writing presentations, here preliminary acquaintance with the material for the presentation is required. At the very beginning of the training, students listen to small texts of a humorous nature, make up questions about the content of the texts they listened to, prepare a retelling of jokes. Then they write a presentation using the means of logical communication and studied active vocabulary according to a previously drawn up plan. In the process of learning English, students write statements on videos watched in the classroom and at home, films and plays, stories and books read. The material for presentations can be stories that are read in the module "Home reading" and films watched in the module "Video course". In the advanced stages of learning English, students write statements based on books they have read and films they have watched on their own. Of course, for the essays of students to fully comply with the given formats, you have to write a lot of written works during each year of study.

The number of written works is indicated in the work plans of a particular specialty. A joint analysis of common and individual errors, improvement of the use of lexical and grammatical means, attention to spelling and punctuation of the text, a clear understanding of the criteria for evaluating written works - all this completes the last preparatory stage for

passing the exam. Each exam must include written work.

Today, the information in higher education institutions is seen as an environment of information interaction in the educational environment, aimed at meeting the needs of students, graduate students and researchers for information, special hardware and software.

This information interaction includes means of interpersonal communication (e-mail, telephone, chats, forums, video conferencing, etc.), access to external and internal information resources, as well as information resources provided to students. The main information resources of higher education institutions (HEIs) are electronic teaching materials for the study of various disciplines. EOMM allows you to combine almost all information materials into a single information package. Besides, it requires the necessary interactivity, visualization, mobility, compactness and low cost of reproduction, versatility, multi-stage and a large number of tasks and tests for testing. 'he says. The advantage of modern e-learning materials is, first of all, the effective organization of the role of independence and activism of students in the learning process. Introduction of EMC in the educational process to provide students with a complete picture of information on the subject, to ensure independent learning of educational material, individualization of teaching, improvement of control and self-control, o 'helps to increase the efficiency of the chase process. Futhermore, the advantages of modern e-learning materials include the ability to make the learning process more interesting.

Some important aspects need to be considered when creating an e-learning package. Today, the content of the EMP must meet the requirements of the new generation, as well as meet the level of modern scientific and technological progress in the field of knowledge. The structure of e-learning complexes should consist of two logically interconnected elements or modules. While developing or reviewing a separate module, they are intended to address a variety of specific issues but must be disclosed in the context of separate general-purpose e-learning material. The interface of the EOMM is designed in such a way that it has a strong expressive appearance, and the visual toolbar is simple for the user to master the technology of operation.

It is important to keep in mind that further improvement and modernization of the course content will not be technologically complicated when using EMC. EOMM should be as interactive as possible, have enough multimedia information, and be able to search for the necessary educational information.

When teaching students to use e-learning resources in a professional field, the teacher needs to teach them the proper distribution of learning activities. It should be borne in mind that lower-level students do not have sufficient experience and skills in working with teaching materials, and therefore the teacher is required to manage this process with great care, helping students to master the methods and techniques of independent work. As students move up the ladder, this approach will change.

The educational-methodical complex (TMC) of a discipline is a standard name for a set of educational-methodical documentation, teaching and control tools developed in the

higher school of the Russian Federation for each discipline. The teaching and learning method must include complete information sufficient for passing the discipline. The teaching materials are intended to ensure the openness of the educational process and should be available to anyone who wishes.

EMC for individual disciplines are part of the OOP (main educational program) of the specialty.

Substantive parts of the educational standard of the academic discipline:

- Introduction (performed if necessary);
- Name;
- Application area;
- Normative references;
- Designations and abbreviations (performed if necessary);
- Goals and objectives of the discipline;
- The content of the discipline and the conditions for its implementation:
- The working program of the discipline;
- Discipline passport;
- Types and content of classes in the discipline;
- Forms and content of the current certification and final grade in the discipline;
- Teaching materials for the discipline;
- Educational and methodological map of the discipline;
- Specific features of teaching the discipline (if necessary);
- Agreement sheet of the work program of the discipline.
- The use of technical teaching aids and computers. Discipline software;
- Organization of independent work of students in the discipline;

- Elements of scientific research in the study of the discipline.
- Applications (only required):
- Methodological instructions for the laboratory practice (performed if available in the curriculum);
- Methodological instructions for course design (carried out if available in the curriculum);
- Options for individual design assignments and guidelines for their implementation (performed if available in the curriculum);
- Discipline control materials:
- Tests of the current control of knowledge by discipline;
- Tests of the final control of knowledge in the discipline;
- Tests of control of residual knowledge by discipline.

The structure of the UMC includes:

The introduction, which justifies the goals and objectives of the academic subject, determines the amount of study load in hours, describes the skills and abilities that students should receive after studying, formulates connections with other courses and indicates the type of control.

The curriculum of the academic subject determines the volume, content and topics of training sessions. The program strictly regulates the ways of presenting educational material, defines the terminological dictionary and the practical application of the knowledge gained.

The calendar-thematic plan gives a detailed distribution of educational material by hours during the academic year. Planning allows the teacher to see the prospects for the

development of learning skills in students and adjust them in the learning process.

Methodological recommendations for the development of an electronic textbook. At the first stage of EP development, it is advisable to select as sources such print and electronic publications that:

- Most fully correspond to the standard program,
- Laconic and convenient for creating hypertext,
- Contain a large number of examples and tasks, available in convenient formats (collection principle).

At the second stage, a table of contents is developed, i.e. splitting material into sections, consisting of modules, minimal in volume, but closed in content, and a list of concepts that necessary and sufficient for mastering the subject (two- or three-level index).

At the third stage, source texts are processed by table of contents, index and structure of modules; excluded texts that are not included in lists, and those are written that are not in the sources; a system is being developed contextual help (Help); links between modules and other hypertext links. Thus, a hypertext project is being prepared for computer implementation.

In the fourth stage, hypertext is implemented in electronic form.

As a result, a primitive electronic publication is created, which can already be used for educational purposes. Many are just such a primitive EI and called an electronic textbook. It has practically no chance of commercial success because students won't buy it.

At the fifth stage, computer support is developed: it is determined, what mathematical actions are entrusted in each specific case the computer and in what form the computer's response should be presented; FIL is designed and implemented; instructions for users are being developed on the use of the intelligent EC core for solving mathematical problems (rules for the set of mathematical expressions and interaction with the FL). As a result, a working electronic textbook is created, which has properties that make it necessary for students, useful for classroom lessons and convenient for teachers. Such EI can apply to a commercial basis. Now the electronic textbook is ready for further improvement (sound and visualization) using multimedia.

At the sixth stage, the ways of explaining certain concepts and statements and texts are selected to be replaced by multimedia materials.

At the seventh stage, soundtrack texts are developed separate modules in order to unload the screen from text information and using the student's auditory memory to facilitate understanding and memorizing the studied material.

At the eighth stage, the developed soundtrack texts are recorded on a dictaphone and implemented on a computer.

At the ninth stage, scripts for the visualization of modules are developed for achieving the greatest clarity, maximum unloading of the screen from text information and use of the student's emotional memory to facilitate understanding and memorization of the studied material.

At the tenth stage, the texts are rendered, i.e. computer implementation of the developed scenarios using pictures, graphs and, perhaps animation (keep in mind that animation is very expensive). This concludes the development of the power plant and begins its preparation for exploitation. It should be noted that preparation for the operation of the power plant can suggest some corrections to its content and multimedia component.

Study assignments and methodological recommendations to them are a very important block in the teaching materials because the teacher can predict in advance the difficulties that may arise for students and minimize them. Moreover, the teacher provides for the variability of tasks according to the degree of complexity and the comparison of the success of students of the same parallel.

The resource block identifies reserve assignments and self-study materials. It may contain a set of exercises of increased complexity, a list of additional literature, research and self-study for those wishing to gain in-depth knowledge of the subject.

Control and measuring materials - this is a list of all test tasks, control, test and final work.

Design stages

There are four main components in the CMU:

The leading document is the educational program. It is on its basis that the entire complex is being developed.

Educational systematic guidelines for students and teachers. Basic and optional programs cannot be implemented without additional sets of informational, auxiliary and reference materials, as well as various subject guides,

short notes of classes, additional scientific and methodological literature, a system of creative tasks, template solutions, etc.

The system of educational methods. This component is formed by various manuals, the purpose of which is to help in mastering the content of the educational program. All teaching methods can be divided, with a large degree of the convention, into modern and traditional. It is customary to include all types of printed aids (photos, tables, posters, paintings, handouts, cards, filmstrips, sound recordings) as traditional. Modern - video films, multimedia materials, educational programs and applications.

The system of funds intended for the scientific organization of the labor of teachers and students. It can be presented in the form of materials of the following direction:

materials to ensure an individual approach to students (methods of psychological and pedagogical personality diagnostics, memos and cards for children and parents);

materials for effective work with children's groups (methods of pedagogical diagnostics, play techniques, scenarios for holding general games and events).

Rules for the development of an educational and methodological complex

At the university, the teaching materials are created by a group of teachers or an individual teacher, providing students with an introduction to the academic discipline according to the educational plan in specific areas (specialties). The department is responsible for the correctness and quality of the finished teaching materials.

The final document must meet all the requirements of the State Standard for students (listeners, cadets) in a specific specialty. It is also important that the educational institution has the necessary technical and educational-methodological equipment for all subjects, including all sorts of scientific literature.

All materials included in the educational and methodological complex should illustrate the rapid development of science, make the description of educational material coherent and logical, assume the use of the most modern methods and various kinds of multimedia technology to increase the intensity of the educational process. All this helps students and schoolchildren to better assimilate new things and more actively apply knowledge in practice.

TRAINING AND METHODOLOGY COMPLEX

Main characteristics and possible structure.

Functional characteristics of the EEMC

The concept of "educational (educational-methodical) complex" is used to designate an open system of didactic tools, as an inventory of various modifications and options.

With all the possible diversity, the functional teaching methodology provides a model description of the pedagogical system.

Acts as a tool for systemic and methodological support of the educational process in the discipline (educational course, subject), its preliminary design.

It combines various didactic teaching aids into a single whole, subordinating them to the goals of teaching and upbringing.

Not only captures, but also reveals the requirements for the content of the studied discipline, for the skills and abilities of students, and thereby contributes to its implementation.

Serves the accumulation of new knowledge, innovative ideas and developments, stimulates the development of the creative potential of teachers.

The core unit of educational and methodological complexes is the training module (UM), i.e. a manual containing the necessary and sufficient information to manage the learning activity of a student.

EMC can be defined as a set of various didactic teaching aids, including printed manuals, technical teaching aids (TCO), training programs and telecommunications, designed to manage the independent work of students in the process of studying the course.

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