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ORGANIZATION OF INDEPENDENT WORK OF STUDENTS USINGE-LEARNING

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ОРГАНИЗАЦИЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ

This article examines the role of self-study student in the educational process, usinge-learning which is the basis of the educational process and is focused on active methods of acquisition of knowledge, the development of creative abilities of students with the needs and capabilities of the individual.

В данной статье рассматривается роль самостоятельной работы учащихся в учебном процессе, которая является основой образовательного процесса и ориентирована на активные методы приобретения знаний, развития творческих способностей студентов с учетом потребностей и возможностей личности.

Nowadays, of course, important question is how to change the role of the teacher, his function in the learning process in terms of global informatization process. Also, in recent years has been widely discussed by the scientific community, employers, development of national education in order to increase its effectiveness. Given that the traditional education system, focused on "Knowledge" in nature, unable to achieve the objectives arising from the social order of society at the present stage of its development, this fact was the reason for the transition from traditional to student-centered paradigm of education, strategic directions which are intellectual and moral human development on the basis of its involvement in the self- purposive activity. As a result, Kazakhstan higher education reforms can be divided into three main areas: the reorganization of the education system; integration of new information technologies in the educational process; self-selection principle activity of the student as a leading principle of training. Currently, the role of independent student work increased so much that it has to be specially planned to create for her special forms, methods, and technical resources.

In the literature the problem of implementing e-learning training still not lit, but conducted research on the introduction of distance learning in higher education institutions, in particular, such scholars as A.A.Andreev, A.A.Akhayan, T.P.Zaychenko, E.S.Polat, E.M.Malitikov, M.P.Karpenko, V.P.Kolmogorov, Hutorskoy and others [1-7]. In a professional environment, the term e-learning - «e-learning" was coined in 1999 at a seminar CBT Systems (Los Angeles). Unfortunately, until now experts have not come to a consensus in determining the definition of «e-learning», which would be accepted by most experts. There is a definition that was given UNESCO experts: «e-learning - learning through the Internet and multimedia".

The relevance of this study is determined by the requirement to increase the efficiency of the educational process in high school, the lack of use of teacher e-learning- methods in full-time education. In this regard, it is a problem of designing innovative learning technologies, rich, interactive, focused on the development of the future specialist.

The feasibility of using e-learning technologies as an additional resource in the organization of students' independent work dictated by the following factors: improving the efficiency of Learning through group and independent activities of students, intensification of the educational process:

automation of process control of knowledge, presentation of educational information improving visibility of the material under study;

the proposed increase in the number of educational information;

decrease in the time management lectures in class time.

E-learning technologies didactically reasonably can be implemented in the educational process (intramural). Among these technologies can distinguish Internet platform (virtual learning tools) virtual classrooms, teacher training site; discussion forums, blogs; social networking, Internet telephony programs (such as Skype).

Consider in more detail each of the selected technologies. Virtual classes allow the teacher to organize the on-line training with a lot of students at a time with the help of multilateral video and / or audio conferencing , display presentation, taking notes (draw) on a virtual whiteboard , to conduct a survey of students (chatting, writing on the blackboard, the survey features). Additional functions allow virtual classroom teacher pedagogical exercise control over the activities of students: fixing attendance of participants in the session. As practice shows , it is advisable to use the capabilities of the virtual class in discussion groups of students (projects, group decision of the case), to assess the results of independent work of students.

Another technique for e-learning - a teacher training site. Resources teacher training site (video lectures, tests, practical assignments, discussion forum, workshops on problem solving, working in a training company) allows convenient for students to work while the theme you want in a comfortable pace. Teacher training site allows timely anytime access to e-learning materials, getting advice, recommendations, evaluations of the teacher. The teacher can quickly send messages to e-mail to all registered students on the site. The advantage lies in the fact that learning can be organized asynchronously: blog discussion on a particular topic. Students can be involved in the exchange of ideas or information, regardless of the involvement of other participants at the same time.

Also, special attention is required to develop meaningful information and educational content site teacher [8].

Social networks in our time has become one of the most popular services, retaining most of the attention of the Internet audience. Therefore, we are also presented as a useful instrument in the educational activity. There are mainstream social networks and highly professional community of practitioners. Experience the author proves the fact that you create in virtual learning groups (eg, social project "Give a smile!"). Are effective action in shaping students' skills and powerful educational tool. Social networking sites allow users to create a certain community, leading the overall virtual training activities on issues of interest to the discipline, thereby forming a differentiated educational trajectory.

Thus, the proposed addition to the traditional system of educational process (lectures, practical classes in the audience) consists of the following forms of supplementary pedagogical interaction through technology e-learning: synchronous or asynchronous communication between teacher and students, students together in a blog format, forum, chat, community;

Communication students study group in synchronous format or group chat conference. In our view, e-learning technologies allow us to make the educational process: convenient and comfortable in terms of creating conditions for the development of a material;

personalized in terms of choosing the level of complexity, time and volume development of educational material ; interactive as possible learning through synchronous and asynchronous interaction with the instructor and classmates.

You can also select the methods used in the pedagogical process through e-learning technologies:

Virtual group work - a collaboration between the students in the group ¬ ne on a particular task , which own or with the help of a consultant establish standards of communication and interaction ¬ interacting choose the direction of their work and the means to achieve it in a virtual environment. An example would be - discussion in synchronous format (pre-negotiated certain time) or asynchronous format, surveys, protection of work performed prior to the teacher and classmates (via voice or chat conference). This method of training can be quite adequate additional resources to improve the organization of independent student work. Technical capabilities of the virtual classroom training allows all stakeholders in real time: display videos, presentation slides, various documents, highlighting them in the area that must be given special attention, share or provide access to your files, use the whiteboard, and the polls to vote, allowing in real time to collect information on a particular issue from all participants; instant messaging (with the provision of access for all students or only to a certain group of people). Border posts appear determined virtually all subjects interaction. Also, you can organize communication via audio link. Some virtual classes allow: to collaborate on documents, use the mechanisms to attract attention by raising hands and virtual demonstration of emotion, to record a virtual meeting in a classroom.

Videometod - a method based on visual perception of information (use of training videos, video training, videos of classroom lectures and practical exercises, in Tours, the video of experts and specialists, etc.). Video ¬ method can perform the following functions: educational, supervisor. Use in practice, there are two basic ways to use video for training purposes: a demonstration video and ready to use in the course of writing assignments (projects, training, etc.) for the purpose of analysis and feedback. During use, the feedback material for viewing and analyzing the action of the participants are recorded in video format.

Blog- method - the method of teaching and learning of cognitive activity that allows you to create entries (posts), containing text, images and multimedia, including copyrights. This activity means: search, structuring of information on a particular subject. Also, you can encourage the creation of an initiative group of students is constantly updated blog discipline and interested in a deeper study of it. Along with the use of traditional teaching methods, the teacher must use special interactive educational technology, involving the creation of organizational and pedagogical conditions for effective collaboration (cooperation) of teachers and students. Therefore, the inclusion of e-learning courses in modeling reality seems to us an important tool in the pedagogical process. Education in this format becomes interactive, and educational process is converted into a permanent.

So technology is e-learning - a learning environment that allows you to personalize the learning process, select the rate of learning (in the perception of information). Application of e-learning in the process of full-time study students suggests the mixed format of training (on-site and virtual symbiosis scenario). The student can organize their independent learning through a personal computer, laptop, cell phone. And the increase in students' independent work to optimize the learning process through information technology.

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