# Methodology Of Presentation Of Educational Materials For The Development Of Electronic Information Educational Resources

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**ABSTRACT**

This article focuses on issues related to the provision of training material for the development of electronic information educational resources, which are rarely studied by students of university. The relevance and professionalism of the information included in the article will allow to solve a number of problems more effectively, and will also help to increase the level of presentation of training material, which is traditionally engaged in assisting in these matters.

| **Keywords:** | Interface, Quasi-Professional, Instrumental Role, Template, Text Editing, Modern Software, Modeling The Role Information, Triplex Research, Principle. |
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## Introduction.

Despite the fact that today the ability to work with modern text editors (processors) is a prerequisite for hiring, the opinion of scientists on the inclusion of this topic in the content of information preparation has not come to a definite conclusion. Some of them believe that "just as in physics classes you don't have to be taught how to use light switches, in computer and information science classes we don't have to be taught to work with text". We cannot agree with this approach for at least three reasons:

• modern text editors (processors) are very complex software products, which are not only difficult to master, but also inefficient to master independently without consulting a teacher;

## Literature review.

It is easy to start with not onlylearning many interface elements, but also a number of techniques that work throughout the system, soring in a text editor;

Modern text editors – a computer environment conducive to the development of models of information – try to defend this position. Justify the choice of software environment. The Microsoft Word processor (editor) is one of the most searching after items among employers today. At the same time, this program has many features to realize the development potential of information and vocational training. First of all, the main objects of the text editor are considered: font, paragraph, page, their basic parameters and ways to change these parameters. Particular attention was paid to working with tables. A number of non-standard features of the program were studied based on the principles of role information modeling.[1]

## Scientific novelty of the article.

In the first presentation image, problem-based and meaning-based approaches were used as the main ones, which created the necessary motivation for the students. An imitation-based approach has been used, in

particular, in quasi-professional activities when editing tables [A.A. Verbitskiy]. The principle of avoiding possible errors has made it possible to reduce the number of errors when working with different parameters of paragraphs.[3]

As mentioned above, we are paying more attention to the help systems installed in the software environment. In this lesson, in particular, the features of guide advice, current tip, status line, contextual advice, and information retrieval were discussed. Solving the same problem in different ways in finding information is instrumental role models, which is one of the main types of classification.[6]

What are paragraphs? How to format paragraphs. There is no clear definition of the paragraph. Sometimes it is understood as part of a text that contains a word, sentence, or complete thought. The paragraph given in dictionaries does not correspond to the definition of a paragraph in computer science, because in MS Word a paragraph is a part of the text between the two characters at the end, i.e. between the two characters <f>. Therefore, based on the principle of prevention of possible errors, the educator will have to explain these differences.

During the course, the main parameters of the paragraph were considered, for example: the type of alignment, the position of the first line, left and right lines, upper and lower intervals, and so on. The author made the listener's pay attention to the fact that it is not necessary to use the "Paragraph" menu item to know how this paragraph is formatted. To this end, the author demonstrated the use of this feature, noting that the command "Help", which was discussed in one of the previous lessons, can be used.[2]

**Analysis and results.**

It should be noted that first-year students in the study of natural sciences, as a rule, do not know the basic parameters of the paragraph and can not use them correctly. The lesson are still relevant today. Styles and templates. How to prepare a resume? Style is a combination of different design and design parameters. A template is a space that is then used to prepare documents of the same type.

There are dozens of templates in MS Word to make it easier for users. Such spaces are characterized, for example, by paper size and parameters, margins, fonts, alignment, paragraphs, and so on. The template also includes a specific set of styles for fonts, paragraphs, and more.

By default, users work with the Simply or Normal template, so presentations show some parameters of this template:
• book – adjust the paper;
• upper and lower edges 2.54 cm, left and right edges – 3.17 cm;
• paper size – standard A4 (height 29.7 cm, width 21 cm);
• font – Times New Roman Sug, size 10 points; normal style;
• paragraphs are flattened on the left, and so on.

The motivation of students to study this section can be created by the author based on the requirements of future employers. For example, when applying to an employer, the employer requires you to fill out a resume to fill a vacancy. At the same time, at least three problems arise in a graduate of higher education: first, what exactly to write about; secondly, how to formalize it; third, how to fill in the resume.

 All of these problems are solved using one of the templates for resume preparation available in MS Word. During the presentation in the lesson, a specific example of resume preparation using the existing template will be shown.

Basic methods of text editing. How to separate pieces of text? What to do with the separated piece? How to copy the design? You can make changes to the document both during and at the end of typing the document. The most commonly used Backspace and Delete keys when editing; Rejection ("Cancel") and Repeat ("Repeat") operations are reflected in this exercise. When editing, it is convenient to change a single word, sentence, or paragraph, rather than individual characters. To edit these parts, you must first select them. In the lesson, typical parts of the text: words, sentences, paragraphs, lines, several lines, an arbitrary part, the whole document was reviewed using

both the mouse and the key combination. Selected fragments can be: delete, copy, move; they can change the formatting. All of these operations are presented in this lesson[4].

MS Word has a convenient service ability to copy text design or format. There is a special copy format command for this. The copy format operation is illustrated with a special example. This operation allows users to optimally customize the information model created in the text editor using the available font and paragraph parameters (the principle of parametricity in text modeling).

It should be noted that although many software provides partial copying of sample parameters of objects, students are often unaware of such service options and as a result they are unable to optimize their work. How to save the prepared document? How to complete the work? How do I open a previously saved document? The properties of the File / Save and File / How to Save (File / Save and File / Save As) commands for saving documents are analyzed and described[7].

In this lesson, according to the principle of cyclicality in information and training, the author again refers to the rules of storing data on a personal computer, discussing the typical mistakes of beginners. The attention of the audience is drawn to the fact that modern programs, including MS Word, also have automatic save modes that allow you to save changes in the document without user intervention. At the same time, the author periodically advises users to rely only on their own knowledge, using the Save (Save) item.

There is another important practical recommendation that unexperienced educators often ignore, which is that if you need to save a file to a flash drive, it is better to work with a hard drive, and only at the end of the work, after all the corrections have been made, rewrite the file to flash. Copy). This is because saving the file to a flash drive is relatively slow. It should be noted that MS Word is a multi-window program that allows you to work with several documents at once. The effectiveness of such work is demonstrated.

At the end of the course, recommendations are made on the protection of prepared documents that are important for all modern software environments (the principle of triplex research in role information modeling). What methods do MS Word users use most often? (Lists, substitutions and auto-corrections, synonyms and antonyms). The course explores a number of service features of the program that significantly optimize user performance.

The Format / List command considers three applications: Marking, Numbering, and Multitasking (Marked, Numbered, and Multiple). MS Word also has the ability to convert typed text into a list. The lesson demonstrates the features of using such an opportunity. Emphasis is placed on the fact that the use of lists not only simplifies the entry of a large list of data, but also greatly simplifies their editing. Any modern program has the ability to search and replace text elements. This is usually done using the Edit item of the Edit command. The different methods of this operation were clearly demonstrated in the lesson.

Another handy tool in MS Word is AutoCorrect (in the sixth version of the program it is called AutoCorrection). The automatic switch has two main functions. The first function is that the program itself fixes recurring user errors. For example, corrects two capital letters at the beginning of a word; writes the first letter of a sentence in capital letters, and so on. The second function is to optimize a set of common long words or phrases, replacing them with short equivalents. The lesson explains the rules for determining equivalence, which are often overlooked by unexperienced teachers.

Lack of vocabulary for many young people can be partially offset by MS Word's capabilities that help them find synonyms and antonyms for words. In the seventh version of the program, this is done using the Thesaurus item of the Service menu. It is important to note that the developers of the program took into account that a single word in Russian can have different meanings. The lesson shows an example of finding a synonym for the word "first". It offers not only basic: but also options such as head, knot, turn and more. The word

"first" must have a different meaning – it can be listed – first, second, etc., in the sense – first.

It should be noted that in previous versions and later versions of the program, this service feature is implemented in a slightly different way, which makes it difficult for beginners to work with different versions of the program.

How to work with tables? Simple table: design rows, columns, add, fill, resize, add and remove rows and columns. Sorting data in a table. The uniqueness of working with large tables. Possibilities of designing tables with colors. Complex table: design, merge and divide into cells. Methods of moving the table. Most documents contain tables. To include a table in a document, you must first design it. This means that you have to temporarily forget the computer, take a sheet of paper in front of you, and draw that table whatever you want to see in your document. The ability to design one's own work is the most important quality of a personal computer user. The lesson demonstrates not only the ability to add a new table, but also to fill, edit, and modify it within a table. Here is an example of how to edit a table column size in several ways, depending on the requirements of the employer. To do this, place the mouse pointer between the first and second columns. If we look at how the mouse pointer changed, it took the shape of a two-way arrow. Now the width of the first column can be changed in three ways. The first method. Click the left mouse button and move it to the right (left) – the width of the first column increases or decreases, all the columns on the right change to the same size. The second method is to change the width of only two adjacent columns, between which we move the mouse pointer. This is achieved by dragging the mouse while holding down the Shift key. The third method is that the employer only wants to change the width of the column to the left of the selected border. In this case, we need to hold down the Ctrl and Shift keys and move the cursor left or right.

## Conclusion.

In conclusion, it should be noted that all of the above is illustrated with concrete examples. Optimization of work on changing column width and row height, demonstration of automatic selection options, sorting rows of tables in the lesson, application of the principle of error prevention, which can show the usual mistakes of beginners, inserting tables in different ways, features of using automatic formatting and some other issues and we think it is expedient to use them effectively in practice.

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