



## Methods of Training Teachers to use Electronic Information Education Resources and Their Flexibility

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### ABSTRACT

The article notes that it is convenient to use the hierarchical structure of information created, represented, visualized, processed, stored, transmitted and managed using information and telecommunication technologies.

### Keywords:

Digital textbook, interactive, science, concept, textbook, interactive, cognition, person, network, thinking, device.

**Introduction.** The use of electronic information educational resources creates conditions for the development of innovative methods of education. Currently, it can be observed that EATRs prepared with the help of ICT are being implemented with interest in the educational process of general secondary schools.

If we give a definition of EIER, we think that it can be as follows: electronic educational resources, for organizing the learning process using digitally presented information, video files, static and dynamic models, virtual presentations and interactive simulated objects, audio recordings, text documents and e-learning tools, all necessary educational materials (in particular, electronic applications) are mentioned.

In general, EIERS are divided into three implementation groups:

1. Visual teaching aids, which include multimedia presentations, educational films, electronic textbooks, computer dictionaries and reference books, animation, etc.

2. Resources designed to control the knowledge and skills of students: conducting tests, knowledge testing programs, etc.

3. Automated systems for organizing education: electronic journals, lesson schedules, study records, etc.

The use of EIER improves the learning process and enhances personalization, for example by protecting the project as a multimedia presentation. When homework is given, along with the student's answer, a video related to the topic is shown on the screen, which allows an unprepared student to give good answers, increase self-confidence and get good grades based on multimedia material. Thus, a state of success is created in learning, which allows to increase the student's grade and activity, and the newly presented material is well absorbed.

**Scientific novelty of the article.** It should also be noted the insufficient introduction of computer technology in secondary schools. In most cases, computer science teachers are responsible for conducting classes using computers. From this point of view, there is a need to improve the methodological system of using EIER, aimed at helping teachers of a general education school to achieve new educational results.

From a methodological point of view, it is also necessary to determine the optimal content of the material presented in the EIER.

**Literature review.** With a linear presentation of educational information, the content of the educational material is determined by the order in which the material is presented. However, this method is ineffective from the point of view of dividing concepts into types and forms, depending on the criteria of the selected classifications. It does not provide an opportunity to present information about the object being explained in comparison with the object of this class and draw general conclusions based on analogy.

**Analysis and results.** It is best to use a hierarchical structure of information that is created, presented, visualized, processed, stored, transmitted and managed by means of information and telecommunication technologies. Original teaching methods allow students to be challenged to create the missing element in the family tree by filling in the missing element as it appears in the alphabetical list. The ability to build hierarchies of various concepts in the field of education implements a creative approach to learning: students have the opportunity to form information about certain objects, evidence in a hierarchical form, choose the type of groups and the hierarchy of levels.

Filling the EIER with information should capture the attention of students. The information filling form should be convenient for the audience, that is, the information should be concise, understandable and realistic.

The interface used should be rationally organized to ensure the educator's dialogue with the EIER is understandable. The organization of communication in an electronic information educational resource has two functions: communication for management and communication in the subject plan or in the field of education.

The idea and content of an electronic information educational resource is proposed, managed and improved by a subject teacher.

Due to the fact that EIER used in the educational process are considered not only

pedagogical, but also software tools, the content of the training course cannot be transmitted through them without careful layout of the educational material. Thus, for the rational design of the EIER, the teacher must have a comprehensive structural and systemic understanding of the special tools and technologies for constructing the content of educational material.

- The EIER design process consists of a series of steps that are clearly and systematically described, grouped, and performed sequentially. Their creation consists mainly of five stages:
- - analysis of the extent to which education is necessary, i.e. demand analysis, goal analysis, condition analysis;
- - design - preparation of plans, development of an image, selection of basic solutions, creation of a scenario;
- development and management - implementation of a plan, scenario, image based on a set of training materials;
- - implementation - the use of educational materials in the educational process;
- - assessment - assessment of the results of training sessions, their use in clarifying and supplementing training materials.
- When creating electronic information educational resources, it is necessary to take into account the psychological aspects of communication between students with EIER.

- When implementing the technology for creating an EIER, it is important to take into account the recommendations for the formation of color descriptions of data visualization, information visualized on a computer screen. The visual environment on the monitor screen differs from the usual one in many ways in terms of artificiality. It is natural for a person to perceive information on a monitor screen.

**Conclusion.** Educators should not forget that the correct formalization of graphics makes a good impression on the student, and comfort is

achieved through the correct distribution of light on the monitor.

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