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DEVELOPMENT OF THE METHODOLOGY OF USING ELECTRONIC EDUCATIONAL RESOURCES IN TEACHING SPECIAL SUBJECTS

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Abstract
The principles and laws of educational management were taken into account when creating the electronic educational resource base of special subjects in vocational schools. It was recommended that the e-learning resource created from special subjects should be interesting and attractive, should create an opportunity for the student to improve his skills, knowledge, understanding and worldview, should ensure consistency with the subjects taught in vocational schools.

Basicwords: Special subjects, vocational school, developmental education, method,

Designing on the basis of e-learning resources in the teaching of special subjects in vocational schools, we bring a lot of information about the quality of education, the level of satisfaction with it, at the same time, which illuminates the problems and perspectives of education. we tried to show the existence of information flows generalized at different levels, the need for a large number of interactions between the participants of the educational process. Therefore, first of all, we studied the connections between the subjects of the educational process, we did not structure them.

The mutual exchange of information between the participants of the educational process is ultimately focused on the organization and regulation of all aspects of the educational relationship between the special subject teacher and the students. This means that their mutual information exchange is considered an important element of educational process management. without the mutual information exchange of all students and teachers as an organizing and regulating force, there is no point in talking about the systematicity of education management.

He devotes enough time to laboratory and practical classes in traditional teaching methods. With these lessons, there is an opportunity to strengthen students' theoretical knowledge, to improve their mastery of educational materials, and to improve their skills in certain areas. But due to the following reasons, it is impossible to achieve an effective result in these lessons.

In addition, in order to increase the level of knowledge of students, it is necessary to repeat the lessons in many cases. The failure of some devices does not allow to do these things.

These noted problems are among the current problems in the teaching of special subjects in vocational schools, and their successful solution requires the introduction of information technologies into the teaching of these subjects.

As one of the innovative principles of designing on the basis of electronic educational resources in the teaching of special subjects, the interaction of the subjects of the interactivity educational process, which is included in its basis, moves to a new stage and the teacher-student through electronic

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educational resources by initiating new forms of interaction in the system, it helps to create new relationships in the system of teacher-student-teaching tools.

E-learning creates new pedagogical opportunities for designing resource-developing learning environments. The personal-social component of the environment includes the subjects of the educational process, their personal characteristics, the distribution of status and tasks among them, and the moral-psychological climate. E-learning resources allow students to more fully express their educational needs and requests.

In the educational process, the environment is significantly enriched and expanded in the situations of using electronic educational resources. Electronic education is a multimedia that allows to satisfy not only knowledge, but also aesthetic needs of students, which are different aspects of resources, that is, the pedagogical possibilities of influencing the mind of a modern school student and his personality as a whole increase.

Here are the characteristics of the learning process typical for a developmental learning environment:

- non-linearity;
- symmetry of communication;
- abundance of tools;
- goal-oriented educational activity;
- increasing productivity to the creativity and creativity of the student and teacher. The focus of educational activity on a concrete result or activity product.
- Openness
- recognition of the subjectivity of both the teacher and the student. Acknowledging the existence of equality of "different views of the world".

The activity of the teacher in such an environment is in the following directions - from being a "translator" of knowledge to a "moderator", "master" of organizing students' collaborative work, supporting students in solving educational and problematic tasks. varies depending on the position of "consultant" and "assistant".

Table 1 Change of status of e-learning resource in explanatory-illustrative and developmental systems of teaching

Parameters	**Explanatory-illustrative system**	**Status of Electronic Learning Resource at TIT**	**Developmental education system**	**The status of the e-learning resource at RO'T**
General goals	Knowledge, skill, qualification	One-time recording of training results	Development of the personality of a school student	A tool for organizing monitoring of the dynamics of changes in the result

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The purpose of the lesson	Learning and repetition of knowledge, solving similar tasks	A source of information for goal formation by the teacher	Mastering new tasks at the level of independent solving	The basis for independent formation of the purpose of the activity by students
Content	At the level of empirical generalized and specific methods of activity	Source of static information, answers to specific questions	At the level of principles, laws, theories, ideas, general methods of activity	The basis for creating the content in accordance with the individual wishes of the students and their individual characteristics. Multi-level structuring of information, building content on the basis of an expanding spiral
Methods	Mainly the organization of reproductive activity	A source of reproductive tasks, simulators, tests, practical work	Mainly organizing search activities	The basis of problem formulation, the source of the problem situation, the basis of research, the source of arguments
Organization	Predominance of frontal work, independent work at the consolidation stage	The basis of presentation, distribution materials, demonstration basis for organizing teamwork	The advantage of individual and collective work of students, independent work at all stages, starting with learning new material	The basis of individual materials aimed at independent activity
System dynamics	System statics	A constant composition of modules used and the use of the same modules for different students	System dynamics	Variability in creating a program for students and choosing the module to be used
Characteristic signs of interaction	A student is an object of teaching by a teacher	A source of assignments for direct exposure to the learner	The student is an active subject of activity	The basis for students' independent selection of methods of interaction with educational content

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Student's task	Educational facility	A source of reproductive tasks created by the teacher	Subject of education	A resource for research and creative assignments
Dynamics of interaction	Reproducibility and statics in teacher-student-class interactions	The basis for using traditional pedagogical technologies	Dynamic development of teacher-student-class interactions	The basis for starting non-traditional methods of teaching, the basis for using non-traditional pedagogical technologies
Dynamics of interaction	Direct, operational control of students' actions by the teacher	Basis for specific instructions	General, guiding guidance, independent planning of learning activities by the student	The basis of individual methodical instructions for indirect management of students' activities
Management feature	Predominance of external stimulation, external feedback, reproductive reflection	Control test items source	Internal motivation, advantage of productive reflection	An interesting source of information presented based on the use of multimedia tools
Performance indicator	Completeness and accuracy of repetition of the algorithm of actions and content given by the teacher	Source of control tasks in the test feature	Increasing student independence in learning new material, performing creative tasks	A source of students' independent activities, research and design activities
The task of the teacher	Plans, organizes the content of educational activities, creates a model of student actions	Defines a set of modules and how to work with them	It contributes to the full development of a person by creating conditions for self-realization and self-actualization.	A source of creating conditions for the independent organization of students' independent activities by independently defining the tasks of their educational activities and implementing them

Summarizing all of the above, we offer a scheme for designing a developmental learning environment based on the use of e-learning resources by the pedagogue.

The scheme of designing a developing learning environment based on the use of e-learning resources by the teacher is as follows:

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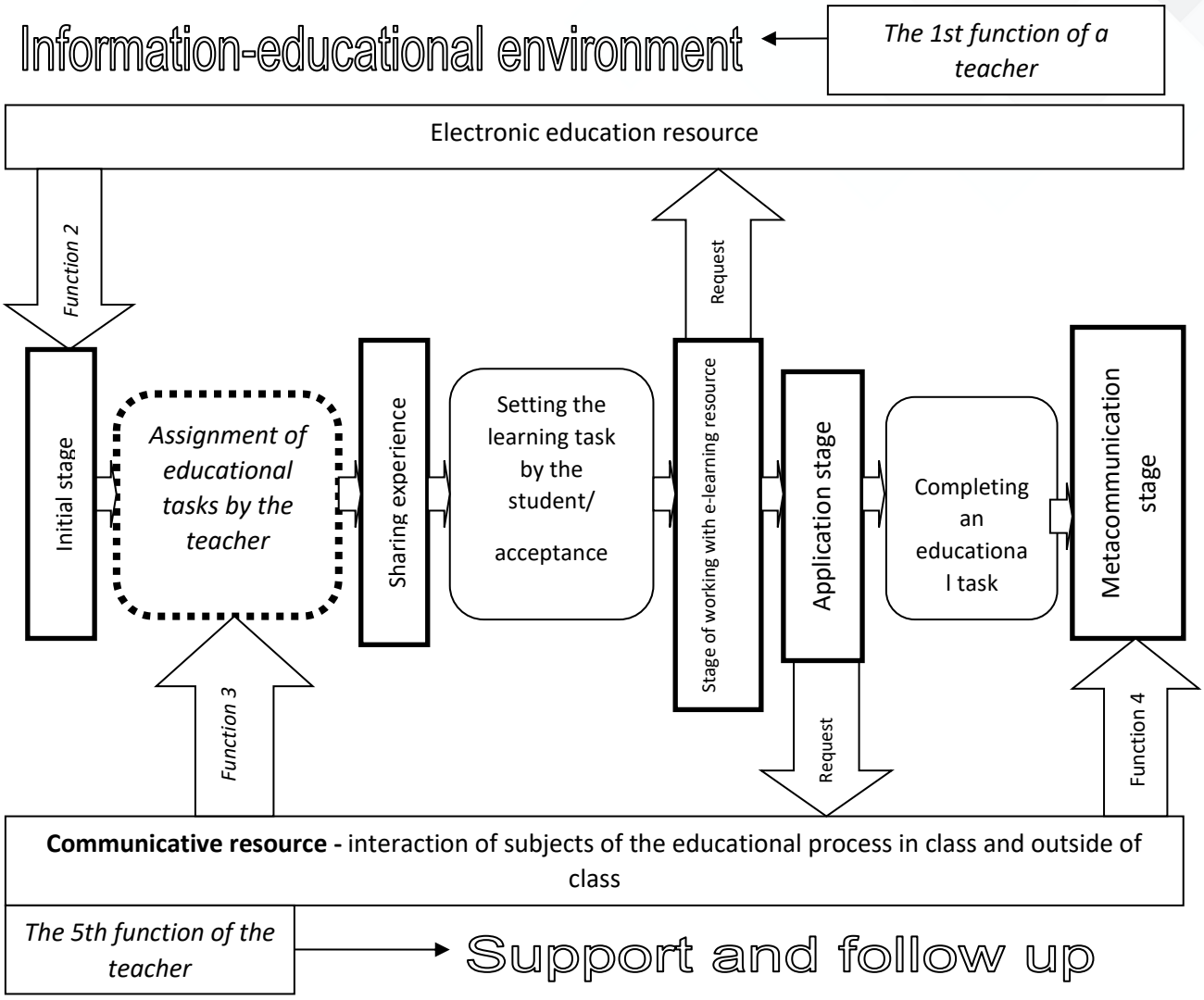

Picture 1. Designing a developmental learning environment based on the use of e-learning resources by the teacher in teaching special subjects.

Let's explain the given scheme.

The purpose of the preparatory stage is to design a developing learning environment based on the use of electronic learning resources by the teacher. At the preparatory stage, the teacher prepares for the teaching process: studies e-learning resource materials, defines an individual set of modules recommended for different students at the content acquisition stage, selects teaching methods and forms receives, develops general strategies of teaching, thereby fulfilling the tasks of the designer and organizer of the educational environment. At this stage, the student's interactions with e-learning resources are not observed.

The goal of the initial stage of teaching is to determine educational tasks, to solve it, it is considered to motivate students, to determine their imagination, to structure the topic, and to determine the

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strategies and methods of learning it. We emphasize that this stage can be implemented by the teacher, including on the basis of e-learning resource materials. In addition, at this stage, as mentioned above, it is necessary to set individual learning tasks for students, choose motivational tools, and direct some students without the teacher's guidance. It is desirable to individualize by giving the opportunity to define one's own educational task. At the initial stage, the teacher acts as an organizer of students' educational activities.

The stage of work on mastering new content by students can be organized in the order of students' independent work with electronic educational resource materials, and work under the guidance of the teacher. The goal of this stage is to collect information relevant to the problem, to identify events, evidence, and categories. At this stage, the teacher acts as a moderator and consultant.

The stage of application of new knowledge is considered to be the most individualized stage in the educational environment. Due to the use of modules, which are intended for the implementation of various types of activity, various students process the information that is most convenient for them, structure its elements, analyze relationships, generalize, etc. As in the previous stage, the teacher performs the functions of moderator, consultant, tutor.

The application of new knowledge can be considered as a component of the stage, the formation of discussions and comparisons at the stage of presenting the results of educational activities, evaluation of polemical positions, communication of the participants of the educational process for the purpose of developing their own reasonable solutions, discussions are organized. At this stage, e-learning resources serve as a source of arguments and proofs. The multimedia materials included in the modules are the basis for presentation of visual arguments. At this stage, the position of the teacher is that of the moderator of discussions and discussions. Finally, at the final stage of metacommunication, there is a collaborative exchange of ideas on the approaches to strengths and weaknesses in training, the used educational materials and methods. and the teacher performs the duties of its organizer and moderator.

E-learning resources are created with the aim of organizing the activities of students, including in the lesson, independent work of each individual module and the entire system, and at the expense of managing the activity of an individual student, pair or group. Thus, the involvement of students in independent work in the lesson becomes a natural need of both the teacher and the students.

Based on the use of e-learning resources, it will be possible to achieve full learning of new material not only during the teacher's leadership role in class, but also through the student's leadership role outside of class. Since students differ from each other in the level of preparation for independent work, and in the level of understanding and comprehension of educational material, drawing conclusions, etc., it is clear that as a result of independent activity, they the results you get will also be different. In addition, the stage of discussion of the results obtained in the lesson under the guidance of the teacher will be so valuable, and the opportunities of students to enrich each other with the acquired knowledge will be so full.

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