Technologies For Teaching And Designing Educational Subjects Designer of Educational Materials

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Abstract

This article presents the ideas of a national innovation model of pedagogical technologies, technologies for teaching and designing educational subjects, educational materials, as well as the following interrelated principles.

Keywords: *teaching informatics, pedagogical technologies, information and communication technologies, projects.*

Introduction

It is necessary to radically improve the mechanisms of state regulation of innovation activities, create conditions for a more comprehensive introduction of innovations in industries and sectors of the economy, create modernized educational literature on informatics, which is a key part of the educational process, in accordance with the principles of innovative pedagogical technology that guarantees the quality of education in the system higher education.

Main Part

The ideas of the national innovative model of vocational education are based on the following interrelated principles for the design of learning technologies and the design of teaching materials [1, 2, 3, 4, 5, 6, 7].

First of all, it is necessary to create a project of educational materials in computer science in advance. In this regard, educational materials on teaching technologies for informatics and design are divided into the following modules: "Large", "Medium" and "Small" in terms of volume and content, as well as educational, developing and educational. the objectives of these modules and their allotted time are defined, the main concepts from the knowledge provided through the micro-modules in each training session are determined, the type of training this knowledge will be given to students, as well as pedagogical advice, ICT and didactic materials used in each sub-module, and places are shown their applications.

Secondly, the application of the principle of an integrated approach. When developing educational materials on teaching technologies for informatics and developing academic disciplines and in the practical application of these projects, all the rules of the synergistic principle "Integrated Approach" are certainly observed. Because PT was created on the basis of set theory.

Thirdly, to observe the rules and principles of didactics. Informatics, teaching and design technologies are derived from the principles and rules of didactics in the design of educational materials for academic subjects and the implementation of training on this project.

Fourth, see all the components of the training package in their functional relationship. When designing educational materials on teaching technologies for informatics and designing subjects, all elements involved in this process are taken into account - "The goals of the modules and the time allotted for them", "The knowledge system and the basic concepts in them", "Types and stages of the course", "Pedagogical Techniques and Methods", "Information and Communication Technologies" and "Didactic and Handout Materials" are seen as interdependent.

Fifth, emphasizing the self-acquisition of knowledge by students. When developing educational materials from technologies for teaching computer science and designing objects and using them in practice, students try to independently find the knowledge, skills, abilities and competencies that they must acquire.

Sixth, the ability of students to understand, remember and apply knowledge. In the process of creating a constructor of educational materials on teaching technologies for informatics and design subjects, as well as in the process of conducting training on the created project, one can simultaneously understand the essence of the knowledge given to students, memorize them and apply it in practice at the same time.

Seventh, the results of educational, educational and developmental activities should be in the form of verbs. When creating a constructor of educational materials from teaching technologies and designing educational subjects, each micromodule of a specific educational activity shows the labor actions performed by students.

Eighth, divide the core concepts into smaller modules. Basic concepts are defined from the knowledge contained in computer science teaching materials through small modules, control panels are created and the type of control is determined in order to determine the degree of assimilation of knowledge by students.

Ninth, at the end of training sessions, to determine the level of mastery of students' knowledge. The levels of knowledge acquisition by all students are determined based on the type of assessment and criteria adopted for a particular educational activity in computer science..

Заключение

Projects of theoretical and practical training in teaching technologies and designing academic disciplines To create projects of theoretical and practical training in computer science, it is necessary to complete three types of tasks according to the algorithm given in this methodological recommendation, and these tasks are performed as follows:

Drawing up general schedules for teaching technologies and designing educational subjects. For this:

- Pedagogical technologies and design are considered as the “largest” module (the highest hierarchical level), and the general purpose of a given academic subject is defined as a unity consisting of interconnected parts of academic subjects.
- Considering the logical connection of knowledge and the completeness of thinking in informatics, the educational material in it is divided into several “large” modules (of a higher hierarchical level) and their goals are also determined.
- Within each “large” module, the sets of knowledge that should be transferred to students in a pair of bathrobes are divided into “medium” (middle hierarchical level) modules, and their goals are also determined.

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