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ИНТЕРНЕТ-ТЕХНОЛОГИИ В ОБРАЗОВАНИИ

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INTERNET TECHNOLOGIES IN EDUCATION

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Аннотация. В статье авторы раскрывают возможности использования ресурсов сети Интернет в учебном процессе. Авторы показывают, что интернет помогает пользоваться современными материалами, что обеспечивает к получению качественного образования, а также переводит проведения занятий на новый уровень.

Abstract. In the article, the authors reveal the possibilities of using Internet resources in the educational process. The authors show that the Internet helps to use modern materials, which provides quality education, and also takes classes to a new level.

Ключевые слова: Интернет, образование, учебный процесс, ресурсы.

Key words: Internet, education, educational process, resources.

Internet technologies (IT) are an automated environment for obtaining, processing, storing, transferring and using knowledge in the form of information and their impact on an object, implemented on the Internet, including machine and human (social) elements.

With regard to training, the following IT can be distinguished:

* computer training programs (electronic textbooks, simulators, laboratory workshops, test systems);
* educational systems based on multimedia technologies, built using personal computers, video equipment, optical drives; intelligent and training expert systems used in various subject areas; distributed databases by branches of knowledge;
* telecommunication facilities, including e-mail, teleconferences, local and regional communication networks, data exchange networks, and so on; electronic libraries, distributed and centralized publishing systems.

The listed technologies can be divided into two large groups: with selective interactivity; with full interactivity.

The first type includes all technologies that ensure the storage of information in a structured form - data banks, databases. These technologies operate in a selective online mode and information is provided as a service. The user is not allowed to enter new information.

The second type includes technologies that provide direct access to large volumes of information stored in databases and data banks. This type of technology includes all forms of computer-aided communication: e-mail, teleconferencing, etc.

One of the challenges of improving education is to equip students with the knowledge and skills to use modern technology.

The task of computer science as an academic subject is to give students the basic basic concepts of modern science, to instill the skills of working on a computer as a user, to teach ways to individually search for information and its creative processing, as well as to work competently with various carriers of information.

In modern conditions, the most relevant are not programming skills, but the ability to use information technology in a specific type of activity.

The penetration of computers into all spheres of social life convinces that the culture of communication with a computer is becoming a part of the human information culture.

Computer technologies and, above all, the Internet, are not just another technical means of teaching, but a qualitatively new technology. The specificity of Internet technologies lies in the fact that they provide tremendous opportunities for choosing sources of information and the main advantage is the ability to quickly find the information you need.

The use of such Internet technology as the World Wide Web, consisting of millions of information sites linked by hyperlinks, in computer science lessons provides the widest opportunities for learning: prompt transmission of information of any volume and type to any distance; access to various sources of information; request for information on any issue of interest through search engines [1].

Consider the possibilities of using Internet resources in the educational process of a general educational institution:

1. Organization of the educational process using ICT (information and communication technologies) and the active involvement of Internet resources (IR) (conducting lessons using ICT; writing by students together with subject teachers of presentations, websites; using test shells and digital educational resources ), many of which are available on the Internet).

2. Extracurricular activities include the organization of leisure time for schoolchildren, the involvement of students in project activities, competitions using IR; participation in network educational projects. The emergence of distance schools has made it possible for additional education in ICT. IRs are widely used in the creation and support of a school website.

3. Professional development and methodological support of teachers in the field of using ICT in the educational process (attending courses on the basics of ICT for beginners, ICT in the activities of a subject teacher; development of teaching materials; filling the content of elective courses and the Internet; acquaintance with useful links, addresses and sites containing various IRs necessary for the organization of the educational process. In them you can find the richest teaching materials: lesson development, tests, programs, calendar-thematic plans, virtual laboratories, tests, electronic textbooks).

Work in the above areas using Internet resources increases the developmental potential of the lesson and the information culture of students and teachers. It makes it possible to master modern information technologies, allows you to use modern materials, which provides access to quality education or helps students study their chosen general education disciplines. The use of IR brings the preparation and delivery of lessons to a qualitatively new level.

Let us consider the issue of using IT from the standpoint of organizing the cognitive activity of students.

Electronic mail (e-mail) is an extremely important information resource on the Internet. In addition to the fact that it is the most massive means of electronic communications, it is possible to receive or send messages through it to another twenty international computer networks, some of which do not have on-line services (i.e. direct connection to the Internet).

For example, there are some pedagogical conditions for using e-mail in teaching:

• at the beginning of the training, it is advisable to divide the students into pairs, in which to include both those who have experience using e-mail and those who do not have this experience;

• during the training, the teacher should help the students by giving them brief tips on how to use e-mail;

• the teacher should take into account the different levels of training of students and structure the learning process so that it would not be bored by the successful and “unsuccessful”.

When using information resources of the Internet in organizing the cognitive activity of schoolchildren in the classroom and in the course of independent work, it is necessary to take into account their age characteristics, the level of preparedness and the conditions available for this. In addition, the motivation for studying the material is more successful if specific and practically significant tasks are set for the trainees, to the solution of which various information technologies are involved.

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