Шегебаева Г.Е. преподаватель, Сейтимбетова А.Б., ст. преподаватель

ОСОБЕННОСТИ ИСПОЛЬЗОВАНИЯ ИНТЕРНЕТ ТЕХНОЛОГИЙ В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ ВУЗА

Карагандинский университет имени Е.А.Букетова, Карагандинский технический университет,г.Караганды,

[s\_b\_aigerim@mail.ru](mailto:s_b_aigerim@mail.ru), [shegebaeva.gaukhar@yandex.ru](mailto:shegebaeva.gaukhar@yandex.ru)

**Shegebayeva G. E. teacher, Seitimbetova A. B., senior lecturerer** FEATURES OF THE USE OF INTERNET TECHNOLOGIES IN THE EDUCATIONAL PROCESS OF THE UNIVERSITY

Karaganda State University named after E. A. Buketov, Karaganda Technical University, Karaganda, [s\_b\_aigerim@mail.ru](mailto:s_b_aigerim@mail.ru), [shegebaeva.gaukhar@yandex.ru](mailto:goha.zhez@mail.ru)

Аннотация. Интернет -практически единственная глобальная

телекоммуникационная сеть, повсеместно используемая в системе общего и среднего образования. Интернет-технологии обеспечивают в образовательном процессе учебную деятельность, с использованием прикладных и инструментальных программных средств. Основным направлением использования глобальных сетей является разработка научно-педагогических основ создания и использования информационной среды непрерывного образования на основе создания Единого образовательного пространства.

Abstract. The Internet is practically the only global telecommunications network that is widely used in the system of general and secondary education. Internet technologies provide educational activities in the educational process, using applied and instrumental software tools. The main direction of the use of global networks is the development of scientific and pedagogical foundations for the creation and use of the information environment of continuing education based on the creation of a Single educational space.

Ключевые слова: Интернет, глобальные сети учебный процесс,

информационная среда, образовательная деятельность, информационная технология..

Key words: Internet, global networks educational process, information environment, educational activity, information technology.

Computer workstations for students and teachers of higher educational institutions are now a standard working tool in education, widely used in conducting all types of training sessions and in solving auxiliary tasks. Intensive development and improvement of computer information technologies has led to their deep penetration into the educational process, reducing the importance or abandoning the use of a computer in the education system is almost impossible.

After the adoption of the federal state educational standards of the third generation, the role of computer technologies in education should only increase: the new requirements provide for the use of electronic educational and methodological complexes for each discipline, covering all its sections [1].

With all the variety of information and telecommunications technologies, the world information computer network Internet occupies a central place. Internet technologies provide educational activities in the educational process, using applied and instrumental software tools. The main direction of the use of global networks is the development of scientific and pedagogical foundations for the creation and use of the information environment of continuing education based on the creation of a Single educational space.

The modern Internet is characterized by the presence of a serious problem of organizing a global search for information. So-called search engines have been developed that find links to the pages on the web that contain this word or combination of words based on the desired word or combination of words.

The Internet provides an opportunity for collective access to educational materials, which can be presented both in the form of simple textbooks (electronic texts), and in the form of complex interactive systems, computer models, virtual learning environments [1], etc.

In the practice of university teachers, to control knowledge, thematic tests are used, testing programs(in off-line or on-line mode) to assess the level of training of students and for self-examination of an educational institution in preparation for a comprehensive assessment (Internet exam in the field of vocational education (FEPO), Internet simulators).

Today, educational institutions have access to the resources of the World Wide Web, and some of them have their own Internet pages, where methodological developments, training programs, etc. are located.

In addition, there are specialized computer programs (applications), the so-called test generators, which allow you to create testing programs. In this case, the teacher independently programs the test progress and test questions [3].

The use of modern information technologies significantly increases the effectiveness of self-education. This is primarily due to the fact that when working with information recorded in digital (electronic) form, it is easy to organize an automatic search for the necessary data. Many world-famous encyclopedias and dictionaries have been translated into electronic form, and there are a large number of electronic books and textbooks. The popularity of distance education is growing, when students receive tasks and methodological recommendations via the Internet or by e-mail.

In education, this problem is particularly acute: if educational information resources are presented on the Web, they are usually not presented systematically. The lack of a systematic approach to the placement of such resources, as well as the lack of uniformity in solving psychological [4], pedagogical, technological, aesthetic, ergonomic and a number of other problems in the development and operation of educational resources on the Internet leads to the practical non-use of the advantages of telecommunications in order to improve the quality of the educational process.

Internet technologies allow us to introduce the following approaches to the work of the University:

- use of information posted on educational and scientific websites of the Internet (Web sites) for the preparation of educational and methodological materials;

- organization of the representation of the educational institution on the Internet;

- creating a website dedicated to the content of the disciplines and posting it on the Internet;

- placement of personal websites of teachers and students. Most information resources on the Internet are represented by so-

called Web pages organized according to the principles of hypermedia.

With the development of the Internet and the increase in the number of information resources published in it, the problem of finding the necessary resources becomes increasingly important, which is to find such information resources published on the Network that could in practice improve the effectiveness of the student training system. Such a search is based on interaction with information resources published on the world telecommunications network Internet.

On the Internet, there are quite a lot of catalogs and portals that collect resources, the use of which would be appropriate in the university education system. The use of such catalogs and information resources on the Internet is advisable for [2]:

- prompt provision of teachers, students and parents with up-to-date, timely and reliable information corresponding to the goals and content of education;

- organization of various forms of students activities related to independent knowledge acquisition;

- application of modern information and telecommunications technologies (multimedia technologies, virtual reality, hypertext and hypermedia technologies) in educational activities;

- objective measurement, evaluation and prediction of learning performance, comparison of the results of students learning activities with the requirements of the state educational standard;

- management of the student's learning activities, adequate to his level of knowledge, skills and abilities, as well as the peculiarities of his motivation to learn;

- creating conditions for individual self-study of students;

A variety of information resources on the Internet may be appropriate for use in the educational process of the university. Such resources include educational Internet portals, which are themselves catalogues of resources, service and instrumental computer software, electronic presentations of paper publications, electronic educational tools and tools for measuring learning outcomes, resources containing news, announcements and means for communication of participants in the educational process [6].

The greatest number of information resources is aimed at the use of teachers and students during the educational process. Some of these resources are intended for use in the traditional system of education in accordance with state educational standards and sample programs for each academic discipline. Other educational resources are designed for students extracurricular activities, knowledge development, and self-study. Resources of a reference and encyclopedic nature are allocated, as well as tools for measuring, monitoring and evaluating the results of educational activities.

Currently, universities provide students and teachers with the opportunity to use in the educational process:

- e-mail for the exchange of information, both within the network and with external subscribers, which is especially important for the development of partnerships and the exchange of information with students of other universities [2];

- participation in teleconferences where scientific and professional issues are discussed;

- access to open file servers of the Internet network for obtaining freely distributed software tools;

- remote access to databases, library catalogs and electronic library files in the preparation of educational materials on subjects;

- receiving electronic periodicals on selected topics;

- participation in on-line Internet teleconferences;

- independent and control testing.

Using the information resources of the Internet, teachers can more effectively manage the cognitive activity of students, quickly monitor the results of training and education, take reasonable and appropriate measures to improve the level and quality of students ' knowledge, purposefully improve pedagogical skills, have prompt targeted access to the required information of an educational, methodological and organizational nature [5].

Teachers who develop their own information resources acquire an additional opportunity to use fragments of educational resources published on the web, making the necessary links and observing copyright.

Didactic properties of the Internet in the educational process of the university:

1. Publication of educational and methodological information in the hypermedia version;

2. Pedagogical communication in real and deferred time between subjects and objects of the educational process;

3. Open in time and space remote access to information resources.

Students ' access to information resources on the Internet will provide the basic and additional educational material necessary for studying at the University, performing teacher assignments, self-study and leisure activities.

Using the information resources of the Internet, the administration of educational institutions makes effective management decisions, correlating them with the current legislation and regulatory documents, objectively assess the activities of teachers, and promptly interact with

colleagues, increasing the overall level of planning and administration of the educational institution.

It is important to understand that the use of information resources on the Internet should be previously correlated by teachers with the main components of the implemented methodological system of training - goals,

content, methods, organizational forms and the teaching tools used. The resources used must fit into this system, not contradict and correspond to its components.

Currently, there is a complete informatization of education. Various training and reference systems are created based on hypertext technology. The formation of modern education is not possible without a powerful communication system and telecommunications systems. For the successful implementation of the Internet in the educational process, it is necessary to solve a number of important tasks: to determine the appropriate structure in an educational institution, to develop educational and methodological support [7], to plan online training, to prepare teachers and students, to organize material, technical and financial support, to adapt the document flow. The study of theoretical and methodological literature has shown that the use of Internet resources is not a guarantee of high quality education, but plays the role of a" tool " that, together with modern learning technologies, should improve, personalize and rebuild the education system in a new way.

References

1. Grigoriev S. G., Grinshkun V. V. Textbook-a step on the way to the training system of "Informatization of education". // In the collection of scientific papers "Problems of the school textbook". / Nauchno-metodicheskoe izdanie. M.: ISMO RAO, - 2005. p. 219-222.
2. G rinshkun V. V. Grigoriev S. G. Educational electronic publications and resources. // Educational and methodological guide for students of pedagogical universities and students of the system of advanced training of educational workers. / Kursk: KSU, Moscow: MSPU-2006, 98 p.
3. Telegin A. A. Improving the methodological system of teaching teachers to develop educational electronic resources in computer science. // Dissertation of the Candidate of Pedagogical Sciences. / M.-2006. 172 p.
4. Tikhonov A. N. Information technologies and telecommunications in education and science(1T & T ES2007): Materials of the international scientific conference Can you find what you need? Try the literature selection service.conferences,Federal State Research Institute of ITT "Informika". - Moscow: EGRI, 2007. - 222 p.
5. Zaitseva S. A. Ivanov V. V. "Information technologies in education" Moscow: 2011. - 182 p.
6. http ://www.biblion.m/product/775899/
7. <http://networkioiimal.mpei.ac.m/cgiёbm/main.pl?ar=2&l=m&n=19&pa=10>