Indonesian Journal of Education Methods Development
Vol. 1 (2018): February
DOI: 10.21070/ijemd.v1i0.582 . Article type: (Elementary Education Method)

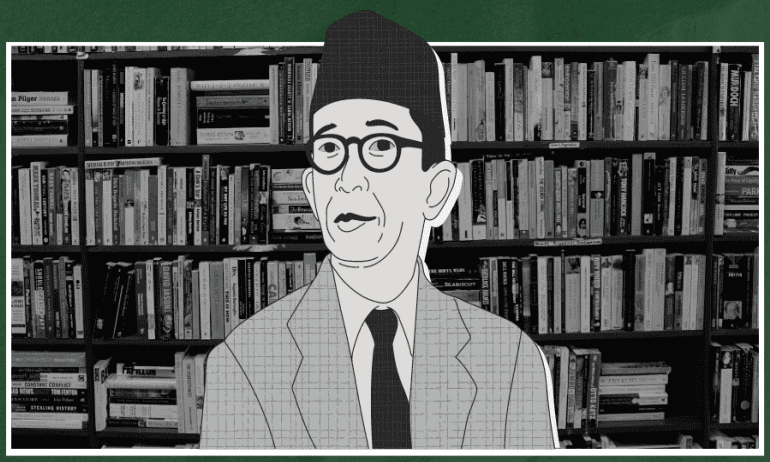
Table Of Content

ISSN 2598-991X (online), https://ijemd.umsida.ac.id/, published by Universitas Muhammadiyah Sidoarjo

Indonesian Journal of Education Methods Development
Vol. 1 (2018): February
DOI: 10.21070/ijemd.v1i0.582 . Article type: (Elementary Education Method)

ISSN 2598-991X (ONLINE)

IJEMD



INDONESIAN JOURNAL OF EDUCATION METHODS DEVELOPMENT

UNIVERSITAS MUHAMMADIYAH SIDOARJO

Indonesian Journal of Education Methods Development
Vol. 1 (2018): February
DOI: 10.21070/ijemd.v1i0.582 . Article type: (Elementary Education Method)

Originality Statement

The author[s] declare that this article is their own work and to the best of their knowledge it contains no materials previously published or written by another person, or substantial proportions of material which have been accepted for the published of any other published materials, except where due acknowledgement is made in the article. Any contribution made to the research by others, with whom author[s] have work, is explicitly acknowledged in the article.

Conflict of Interest Statement

The author[s] declare that this article was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

Copyright Statement

Indonesian Journal of Education Methods Development
Vol. 1 (2018): February
DOI: 10.21070/ijemd.v1i0.582 . Article type: (Elementary Education Method)

EDITORIAL TEAM

Complete list of editorial team (link)

Complete list of indexing services for this journal (link)

How to submit to this journal (link)

ISSN 2598-991X (online), https://ijemd.umsida.ac.id/, published by Universitas Muhammadiyah Sidoarjo

Indonesian Journal of Education Methods Development
Vol. 1 (2018): February
DOI: 10.21070/ijemd.v1i0.582 . Article type: (Elementary Education Method)

Article information

Check this article update (crossmark)

Check this article impact (*)

Save this article to Mendeley

(*) Time for indexing process is various, depends on indexing database platform

Indonesian Journal of Education Methods Development
Vol. 1 (2018): February
DOI: 10.21070/ijemd.v1i0.582 . Article type: (Elementary Education Method)

Electronic Educational Resources as a New Component of a Traditional Educational Process

Dilfuza Melievna Makhmudova, dilfuzamahmudova@mail.ru, (1)
National University of Uzbekistan named after Mirzo Ulugbek, Uzbekistan

(1) Corresponding author

Abstract

Modern educational politics of our country is directed to formation of a new type of intellect, new pedagogical paradigms of teaching and upbringing, and also to the investigating cognitive-creative potential of person. In this, electronic teaching resources, electronic libraries play great meaning (role). Electronic teaching resources help to conduct teaching in a new qualitative level. Electronic informational resources may be used as a component of traditional teaching process.

Published date: 2018-02-14 00:00:00

ISSN 2598-991X (online), https://ijemd.umsida.ac.id/, published by Universitas Muhammadiyah Sidoarjo

Introduction

The modern educational policy of our state is focused, first of all, on the formation of a new type of intelligence, a different way of thinking, adapted to the rapidly changing realities of the world around us - social, economic, technological, informational(Altbach & Levy, 2005; Muhammad et al., 2012; Robel, 2004; Wang, Park, & Fesenmaier, 2012).

The education system, based on the new pedagogical paradigm, should ensure the development of innovative and developing teaching and upbringing methods that are specifically aimed at revealing the cognitive and creative potential of the person, and the development of human creativity. This will ensure timely and adequate preparation of the young generation for the future.

Modern society needs young people who can:

-flexibly adapt in changing life situations, independently acquire and apply knowledge in practice;

- independently think critically, be able to generate new ideas, think creatively;

- competently work with information (search, analyze, systematize, summarize, draw conclusions and constructive proposals);

-to be sociable, contact in various social groups [1].

Theoritical background

The State Program “Year of Harmoniously Developed Generation”, adopted in 2010, outlined the priorities for further development of the education system to radically improve the quality of education in schools, vocational colleges and lyceums, universities across the country due to the widespread introduction of new information and communication and educational technologies, electronic textbooks in the educational process and multimedia tools, strengthening the educational and laboratory base of educational institutions with the most modern types of educational and laboratory equipment, computer equipment(Altbach & Levy, 2005; Banerjee, Ye, & Pendyala, 2007; Crook, 1996; Lal, Suleimenov, Stewart, & Hansen, 2007; Szirmai, 2005).

The problem of innovative education based on the use of innovative technologies is posed, proposed by the domestic pedagogical science as a state order. The focus of science is the training of future specialists in innovative technologies. New technologies allow you to design the educational process not only in terms of teaching, but also student.

E-learning resources help to conduct training at a new quality level. Electronic information sources can be used as a component of the traditional educational process. At the same time, they do not replace, but supplement the capabilities of traditional teaching aids, increasing the effectiveness and quality of training (to explain, consolidate new material, to control the knowledge gained). Secondly, electronic resources can be used for pedagogical design of a more effective educational and information environment, for the organization of independent research work of students [2].

One of the important components of new information technologies is the electronic library (EB) and electronic educational resources (ESM).

The main objectives of the electronic library and (ESM) are the integration of information resources and effective navigation in them. Electronic educational resources (ESM) is the most general term that combines training tools developed and implemented on the basis of computer technologies. Digital educational resources (DOC) is a special case of ESM, educational resources created and functioning on the basis of digital technologies. The difference in terms seems fundamental, because digital technology is just a way of processing and recording information. Prior to the digital recording system, there was an analog one, and other systems (quantum, laser, etc.) are being actively developed. Therefore, electronic educational resources - a more general name that characterizes a whole area of technology, and not part of it(Anonymous, 2010; Bohr, 2004; Hazelkorn, 2015; Mammadov, 2012).

Main part

Most often, electronic manuals are considered only as an alternative storage medium, the convenience of which is only in increasing the volume of stored data. However, such an approach absolutely does not realize the capabilities of modern information technologies, does not take into account their specific functions. Recall that among the promising achievements of educational tools implemented using SNIT (new information technology tools), there is not only the presentation of huge amounts of information on one medium, but also the ability to change the type and structure of the material, the choice of an independent trajectory of studying the topic, interactivity as the possibility of "dialogue" modes of interaction with information.

A revolution in the technology of recording, reproduction, and the possibilities of using information does not always lead to

ISSN 2598-991X (online), https://ijemd.umsida.ac.id/, published by Universitas Muhammadiyah Sidoarjo

drastic changes in the nature of the educational process. This requires changes in the very structure of knowledge, skills, working skills with information in education, changing requirements for graduates, a different structure of educational standards, real integration of subject areas. In other words, for the revolution in education, first of all, a transition from the school of knowledge to the school of skills is necessary. The role of training tools in the educational process varies depending on the opportunities provided by these tools. Traditionally, learning is built on the interaction of the teacher and student, the teacher and the student. Pedagogy and methods of education have accumulated a significant baggage of forms and methods of teaching (methods of knowledge transfer). The teacher's task is to find such teaching aids that will provide optimal forms of knowledge transfer, the formation of competencies, taking into account age and psychological characteristics and capabilities of each student. The emergence of such teaching aids, which offer great opportunities for the use of new technologies (multimedia), leads to the expansion of the potential of the education process as a whole.

The range of application of teaching aids is expanding, which dictates the variety of teaching methods of the teacher and the effective formation of universal educational actions. The development of teaching aids in a modern school is determined by the general development of information technology. The advent of computer technology, interactive teaching aids, the latest means of playback from digital media, the development of the Internet, including the availability of direct access to the Internet in educational institutions, has greatly changed the requirements for the development of modern teaching aids. Integration of information resources is understood as their integration in order to use (with the help of convenient and unified user interfaces, preferably one) various information while preserving its properties, presentation features and user-specific manipulation capabilities. Moreover, the pooling of resources does not have to be carried out physically, it can be virtual, the main thing is that it must provide the user with the perception of accessible information as a single information space. In particular, it is assumed that EBs should provide the user with the effectiveness of information searches.

Analyses

The main functions of the electronic library are:

• Providing an information base aimed at meeting the information needs of various categories of users (teachers, students, undergraduates, interns-seekers, researchers, senior researchers, researchers);

• Research, focused on promoting in-depth study of the topic (subject) by scientists and highly trained specialists;

• Educational, within the framework of which support is provided for both formal and non-formal education;

• Reference, allowing you to obtain reliable information reflected in documents of a certain type.

The creation of electronic education at the department of "Russian philology" of the foreign faculty, UzNU named after Mirza Ulugbek is the first stage in the implementation of the program for the creation of electronic educational resources (ESM). Determining the structure of digital books, we proceeded from the practical need to provide an educational and research database for the block of disciplines taught in the department, and also taking into account the current trends in modern linguistics. The catalog of the electronic library of the department includes textbooks, dictionaries and monographs in the following areas: phonetics, lexicology, word formation, morphology, syntax, historical grammar, rhetoric, sociolinguistics, semantics, neurolinguistics, etc. Formats used in digital libraries: PDF, FB2; WinDjView format; formats DOC, TXT; HTML hypertext markup language.

Statistics of downloads and views of educational resources shows a steady increase in interest in the collection and the convincing dynamics of the introduction of innovative teaching tools in the educational process. A single collection of digital educational resources: http://schoolcollection.edu.ru.

Recently, open educational modular multimedia systems (OMS) have also become widespread, combining three types of electronic educational modules: informational, practical, and control. The goal of creating electronic educational resources of modular architecture in various subjects was to ensure the most effective implementation of educational programs of basic general and secondary (complete) general education in institutions of general and secondary vocational education. However, the collection solved the goal only partially. The main problems that did not allow the creation of a system of teaching aids were: inconsistency of curricula, fragmentation of the developed ESM, inconsistency of individual modules with the requirements of didactics and pedagogical ergonomics.

Discussions

Electronic training modules were created on the thematic elements of academic subjects and disciplines. To play the training module on a computer, you must first install a special software product - OMS player. In developing the ESM data, the following subject tasks were solved:

1) the education of citizenship and national identity on the material of this academic subject;

2) the development of general educational and subject-specific abilities and skills, the ability to determine one's own position in relation to reality, meaningfully formulate one's own judgments and draw conclusions independently;

ISSN 2598-991X (online), https://ijemd.umsida.ac.id/, published by Universitas Muhammadiyah Sidoarjo

3) the formation of a holistic view of the nature, characteristics and characteristics of the field of subject study;

4) mastery of skills and search skills, systematization and complex analysis of subject information;

5) the formation of the ability to consider events and phenomena from the point of view of their historical conditionality, to compare different versions and assessments of phenomena and events, to determine their own attitude to the debatable problems of the past and the present (Dolliver, 2015; Tao, Kaplan, & Omenetto, 2012; Van Hout & Bingham, 2014).

In order to further improve the efficiency and optimization of the educational process, the following pathways for the development of electronic science are outlined in the future: the creation of a bank of final qualification works for students, dissertations of undergraduates, graduate students, doctoral students at the faculty (this will create an electronic database of research works on the specialized profile of the university's graduating department); as well as the creation of a student project bank. Independent work - a project as a type of educational and research activity of students has its own tasks and differs in certain specifics from educational activities carried out under the direct supervision of a teacher. Its main task is to develop students' ability to acquire scientific knowledge through personal searches and active interest and creative approach to their educational, scientific and practical work.

Conclusion

Creating an electronic library has several advantages:

-saving time on the search;

-saving money (costs for Internet time - not just finding the right information, not every specialized side has the necessary information, not to mention the restrictions on downloading files);

- Qualitative and quantitative selection of literature (the teacher plays the role of a breeder);

-operation of information (upon request, you can get the whole library of the department);

- in the long term - this is access to the electronic library from the university’s website, and not redirecting to other sources.

Our work experience has shown that the electronic library is one of the popular electronic products focused on the development of students 'creative thinking, increasing the effectiveness of students' independent research work.

Acknowledgement

We hereby say thank you to National University of Uzbekistan named after Mirzo Ulugbek for supporting our research

References

1. Altbach, P., & Levy, D. (2005). Private higher education: A global revolution.
2. Banerjee, A., Ye, X., & Pendyala, R. M. (2007). Understanding travel time expenditures around the world: Exploring the notion of a travel time frontier. Transportation, 34(1), 51–65. https://doi.org/10.1007/s11116-006-0004-6
3. Bohr, A. (2004). Regionalism in Central Asia: New Geopolitics, Old Regional Order. International Affairs, 80(3), 485–502. https://doi.org/10.1111/j.1468-2346.2004.00394.x
4. Andriyanova V.I. et al. A conceptual model of learning based on the development of cognitive-creating abilities of students as a condition for preparing the younger generation for the challenges of the 21st century. Tashkent, 2010 .-- P.81.
5. Dzhuraev R.Kh. Electronic educational resources and their application // Formation of the personality of the student in the conditions of innovative technologies: a manual for teachers and educators. Tashkent, 2009. - P.65.
6. Crook, C. (1996). Computers and the collaborative experience of learning.
7. Dolliver, D. S. (2015). Evaluating drug trafficking on the Tor Network: Silk Road 2, the sequel. International Journal of Drug Policy, 26(11), 1113–1123. https://doi.org/10.1016/j.drugpo.2015.01.008
8. Hazelkorn, E. (2015). Rankings and the reshaping of higher education: The battle for world-class excellence.
9. Lal, R., Suleimenov, M., Stewart, B., & Hansen, D. (2007). Climate change and terrestrial carbon sequestration in Central Asia.
10. Mammadov, R. (2012). The Importance of Transportation in Tourism Sector. 7th Silk Road International Conference “Challenges and Opportunities of Sustainable Economic Development in Eurasian Countries,” 381–386.
11. Muhammad, S., Iqbal, J., Muneer, S., Jahanzeb, A., Iqbal, S. M. J., & Saif-ur-Rehman. (2012). A Critical Review of Capital Structure Theories. Information Management and Business Review, 4(11), 553–557. Retrieved from http://search.proquest.com/docview/1326738751?accountid=14872
12. Robel, R. R. (2004). The Silk Road: Two Thousand Years in the Heart of Asia. History: Reviews of New Books. https://doi.org/10.1080/03612759.2004.10528626
13. Szirmai, A. (2005). The dynamics of socio-economic development: an introduction.

14. Tao, H., Kaplan, D. L., & Omenetto, F. G. (2012). Silk materials - A road to sustainable high technology. Advanced Materials. https://doi.org/10.1002/adma.201104477
15. Van Hout, M. C., & Bingham, T. (2014). Responsible vendors, intelligent consumers: Silk Road, the online revolution in drug trading. International Journal of Drug Policy, 25(2), 183–189. https://doi.org/10.1016/j.drugpo.2013.10.009
16. Wang, D., Park, S., & Fesenmaier, D. R. (2012). The Role of Smartphones in Mediating the Touristic Experience. Journal of Travel Research, 51(4), 371–387. https://doi.org/10.1177/0047287511426341

ISSN 2598-991X (online), https://ijemd.umsida.ac.id/, published by Universitas Muhammadiyah Sidoarjo