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Increasing the Relevance of Teaching Materials

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Abstract: The issues of creation and implementation in the educational process of electronic textbooks are considered. The features of obtaining information by students at the present time are outlined. The relevance of this process for the training of students in the disciplines of the humanities cycle is emphasized.

Keywords: quality of education, multimedia materials, education, electronic resources, marketing and management, knowledge, memorizing.

Improving the quality of education in the humanities training areas is proposed to achieve through the dissemination of best practices in pedagogy, as well as a significant expansion of existing libraries of electronic educational publications and courses. The impact of the use of electronic textbooks on the quality of teaching in different types of disciplines compared with the use of printed publications was assessed;

Effectiveness of use in the learning process; teacher and student satisfaction with the electronic textbooks created in this shell; the best ratio of content of electronic textbooks with text and other multimedia materials; the amount of use in the learning process depending on the type of classes. In conclusion, positive and negative aspects of working with the proposed shell for creating electronic textbooks are noted.

Key words: information, electronic textbook, mobile electronic device, information educational resources, multimedia, educational content, faculty, quality criteria.

At all times one of the main vital elements is information, which is information (messages, data) regardless of the form of its presentation. Nowadays, there has been a shift in the priorities of information retrieval by a learner who prefers the printed edition and the traditional library to free access to electronic sources. He learns in a convenient mode and place: from the comfort of his home, on the road, and even in a city park, wherever there is access to the Internet through a stationary or mobile electronic device. Modern information technology plays a major role in the process of obtaining information by the learner, and it determines the processes, methods of searching, collecting, storing, processing, providing, disseminating information, as well as the ways of implementing such processes and methods.

However, practice shows that there is a real deficit of quality learning content in the existing programs of e-courses for professional development of teachers, e-learning courses are most often reduced to the inclusion in their content of the simplest electronic resources (in some cases with multimedia support) and the simplest test tasks. This does not lead to qualitative training of specialists in education, focused on the application of digital technologies in their practical activities. Consequently, the question of finding new effective formats for e-learning courses for professional development programs becomes relevant.

The main characteristic of such education is not the presentation of knowledge and technology, but the formation/improvement of professional competencies in activities.

Teaching in a network school is built on the study of educational and methodical (didactic) materials of an applied nature, packaged in cases, and posted online, with mandatory dialogue/comments of the

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moderator. This makes it possible to organize students' active work with tasks directly related to practical situations encountered in their professional activities.

Study of the materials of the network school showed that in addition to specialists of municipal methodological services, active users of the school are also subject teachers, social teachers, teachers-psychologists, heads of educational organizations, teachers of universities.

Obviously, practice-oriented materials attract the attention of teacher-practitioners.

Thus, a review of the scientific literature in the aspect of the development of the problem of electronic professional development in the context of digitalization of education, leads to the following conclusions:

E-refresher training is an in-demand trend in teacher training, and it expands the horizons of additional professional education;

- electronic professional development should not be understood as simply putting electronic versions of professional development courses on the website, but as a system that has an educational platform, additional professional development programs, an electronic office, and other marketing and management technology;
- at present in our country to a greater extent conducted not theoretical-methodological, and practical-oriented research related to the development of e-learning courses.

In an electronic textbook (textbook), as a rule, there are four main parts: content, procedural, controlling and diagnostic. The content part includes cognitive and demonstration components and the procedural part include modeling, controlling, and consolidating components. The cognitive component is aimed at transferring knowledge to the student and, as a rule, is represented by textual information. The demonstration component supports and reveals the content component, which allows you to apply knowledge to solve practical problems. Control and consolidating components determine the degree of assimilation of the material by students. The controlling part is a software shell of the electronic textbook (tutorial), which provides the relationship between its parts and components. The diagnostic part stores all the statistical information about the work.

The distinguishing features of an electronic textbook and textbook from their printed counterparts are:

- the ability to include material of varying levels of complexity;
- an increased level of visibility;
- The availability of a variety of tests and quizzes;
- the possibility of organizing contextual cues;
- the use of hypertext links;
- variation in structure.

Note that the use of electronic textbooks and tutorials allows you to adapt the learning process according to the level of training, intellectual capabilities, temperament and needs of students. An important factor is also the possibility of introspection at each stage of the work. The absence of emotional coloring of interaction is useful in the training of complex issues that are not clear to students and require painstaking and sometimes repetitive actions to achieve a given result. For example, when working on pronunciation, memorizing large volumes of foreign words and turns.

During practical classes the use of electronic textbooks and tutorials allows the teacher to play the role of supervisor and consultant, while the students, using computer capabilities for solving problems containing cumbersome or many single-type problems, get additional time to analyze the obtained solutions and their graphical interpretation. This allows the teacher to control students' knowledge quickly and efficiently enough and to determine the required level of complexity for them. The creation of electronic educational editions implies passing through several stages. At the initial stage, according to the principle of collectability, as a rule, it is assumed to select as sources of information

such printed or already existing electronic publications, which most fully correspond to the parts (modules) of the standard curriculum, concise.

It should be noted that in the computer environment, in electronic discourse, a new type of speech communication is formed, which implies, subject to the use of modern information and communication technologies, a mixture of oral and written speech. A great role in this is also played by visualization tools: the inclusion of photos, drawings, and visual templates in a message. It is possible to widely use multimedia computer tools, schematized expression of emotions expressing the attitudes of communicators to the messages.

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