

**USE OF ELECTRONIC TEACHING MATERIALS WHEN TRAINING
FUTURE SPECIALISTS IN THE SPHERE OF PRESCHOOL EDUCATION**

Mariupol State University

The author has considered functions and types of electronic teaching materials which can be used in training future specialists in preschool education. The conclusion about the necessity of electronic teaching materials usage is made.

Key words: students' training, electronic teaching materials, information technologies.

According to the Law of Ukraine “About the main principles of development of information society in Ukraine for 2007-2015”, one of the priority areas of the state policy is development of information society in Ukraine, and also use of the latest information and communication technologies in all spheres of social life [1].

In scientific and scientific –methodological literature on the problems of informatization of higher professional education works by the following scientists are widely known: B Gershunskyi, S.Domanova, I.Robert, Y.Tsevenkova

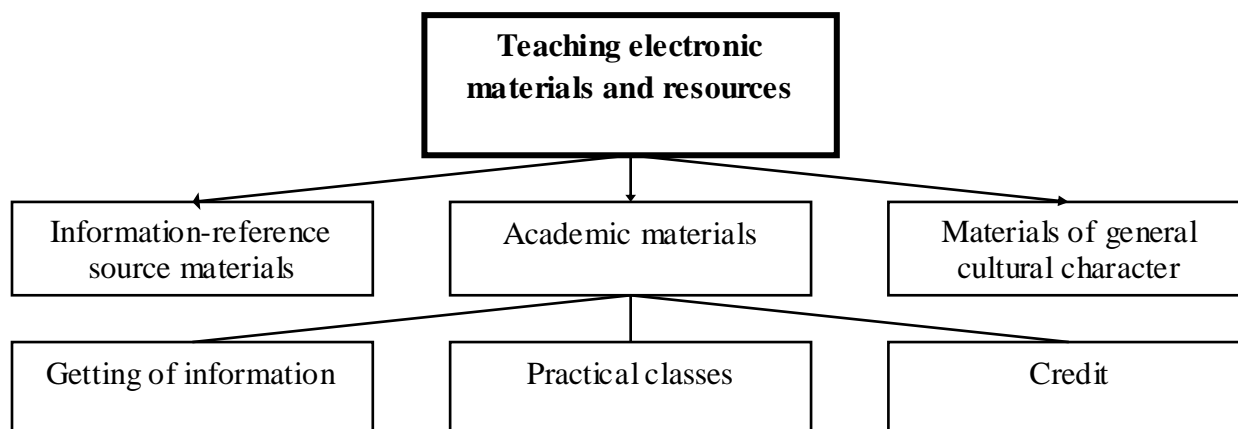
The aim of the report is to consider the main types of the electronic teaching materials and requirements set out to them on the basis of the electronic course book “Materials for the course: “Information technologies in education and science” when learning the course of mathematical subjects.

It is impossible to imagine present day teaching in modern society without using electronic teaching materials and ways of their delivery. Present level of information technologies development gives more opportunities for teachers and students to access to electronic teaching materials, increases efficiency of educational institution management, simplifies integration of regional educational system into the national-level one [2].

Teaching through the Internet with the help of electronic resources – it is, in essence, studying by correspondence, when students study the subject by themselves and then they have credits. Studying this way, students get an access to electronic teaching materials.

Nowadays three main types of electronic teaching materials- Text Graphics, elementary audiovisual and multimedia are used. Text Graphics teaching materials are effective when there is a need to get data from different sources. The main form here is electronic library. An elementary audiovisual textbook is a simple computer file which contains a video record, a musical fragment, etc. When applied to traditional educational technologies, these types of electronic teaching materials can only be additional ones and can facilitate teacher's work. Computers perform a role of an additional aid. Multimedia electronic textbook is the most powerful one to be used in the process of teaching. This type gives an opportunity to use various text elements and audiovisual elements on the screen simultaneously. Its main feature is interactivity [3].

The main types of electronic teaching issues are presented in the scheme below (picture 1):



Picture 1. Types of electronic teaching materials

Electronic materials necessarily include reference tools. Besides this, electronic teaching materials are made in accordance with the adopted study programme. This programme gives the student an opportunity to acquire the material consistently, at a definite pace, to manage to finish learning of the subject in time and to get the knowledge required.

When studying students can use tests and control questions for self-test. The teacher can check students' answers through e-mail. Also, e-mail can be used for carrying out consultations with students.

The main methodical functions of electronic teaching materials are the following: information-reference, controlling, trainers, imitating, modeling, demonstrating.

Electronic teaching materials mainly consist of texts, illustrations, films and sound tracking.

Such materials differ from printed ones on their content and form as well. The text of the teaching materials will be kept in the computer memory. If, in addition to this, **sound, video, animation and hyperlinks** are used, it will be a structurally different issue. The objects and processes in electronic teaching materials can be demonstrated in a realistic way, using multimedia i.e. possible ways of representing graphics, illustrations, photo, video and animation.

Thus, the difference between electronic materials and printed ones lies in the following: the former are able to create and reproduce information in various kinds and forms that cannot be used in printed issues. Undoubtedly this is the most important feature of electronic teaching materials that give an opportunity to apply the most effective, active-learning activities forms of education.

Electronic materials are delivered on CDs or through the Internet. Nowadays there are a lot of Web-sites with electronic materials. These are catalogues, reference books and training literature, texts from fiction books and information of various kinds. Also, study programmes for students' self-study on some subjects are delivered through the Internet. Electronic teaching materials must necessarily meet the requirements imposed to them by the Ministry of Education, Youth and Sports of Ukraine.

In Mariupol State University electronic teaching materials on the following subjects are used for training specialists in preschool education: "New information technologies" and "Information technologies in education and science". These electronic teaching materials are available in the university computer labs. Also they

will be presented on the site of Mathematical Methods sub department of Mariupol State university <http://www.kaf-mm.ua>.

As the electronic materials are perceived from the screen, they have some peculiarities.

1. The text is placed on the screen in frames, where there are pictures, lists of definitions, indexes, comments.

2. For better comprehension, acquisition and memorizing of the materials such available technologies as navigation keys, hyperlinks, animation, colour and illustration are used.

3. Chapters with lecture materials are shorter in comparison with the ones in books. Lectures are divided into fragments that highlight one theoretical question. Such a fragment mainly consists of several paragraphs.

4. For convenient usage, the contents of the teaching material are constantly seen in one of the frames. This enables a quick access to the necessary chapter or fragment and quick return, without turning pages.

5. The key words and terms are highlighted. When they are clicked on, hyperlinks with the definitions of the words or comments appear on the screen of the computer.

6. Also, headings are used on each electronic page for students not to lose orientation in the textbook.

In the process of creation of electronic materials different means of reproducing graphic and audiovisual information were taken into account, considering usage of electronic issues from the local net. The new sticker warns students that the textbook can be loaded only with the Internet Explorer, as the electronic teaching issue is worked out in the programme Microsoft FrontPage.

The developed electronic materials:

- are oriented towards modern forms of education, providing compatibility with traditional educational materials, in full accordance with the documents regulating content of education;

- take into account age psycho educational characteristics of students;

- at most use advantages of audiovisual presentation of the teaching material: making tests, fragments of lessons with children of pre-school age etc.

On the whole, use of the newest electronic teaching materials stimulates development of the creative component of pedagogical activities, reconsidering teacher's role in students' self-study. New pedagogical tools give an opportunity of cooperative educational activities of future specialists in the sphere of preschool education and the teacher.

Literature:

1. Закон Украины «Про основные ЗАСАДЫ развития информационного общества в Украине на 2007-2015 года» // Урядовый курьер. – 14.02.2007. - № 28.

2. Попович Н.М. Вплив інформаційно-комунікаційних технологій на якість підготовки фахівців у ступеневій педагогічній освіті / Попович Н.М. // Вісник Житомирського державного університету імені Івана Франка . – 2009. - № 47. – С.95-99.

3. Осин А.В. Мультимедиа в образовании: контекст информатизации. - М.: Агентство «Издательский сервис», 2004. -320 с.