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NEW DIGITAL TECHNOLOGIES AS A NEW BOOST MODEL COMPETENCE OF PARENTS IN MATTERS OF UPBRINGING AND EDUCATION

The article provides an overview of modern approaches to understanding the process of digitalization, gives the possibility of their use in the educational process of a preschool educational organization.

Keywords: digital educational environment, information and communication technologies, preschool educational organization, digital technologies.

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ЖАҢА ЦИФРЛЫҚ ТЕХНОЛОГИЯЛАР ЖАҢА КҮШЕЙТУ ҮЛГІСІ РЕТІНДЕ АТА-АНАЛАРДЫҢ ТӘРБИЕ МЕН БІЛІМ БЕРУ МӘСЕЛЕЛЕРІНДЕГІ ҚҰЗЫРЕТІ

Мақалада цифрландыру процесін түсінудің заманауи тәсілдеріне шолу жасалады, оларды мектепке дейінгі білім беру ұйымының білім беру процесінде қолдануға мүмкіндік беріледі.

Кілт сөздер: цифрлық білім беру ортасы, ақпараттық-коммуникациялық технологиялар, мектепке дейінгі білім беру ұйымы, цифрлық технологиялар.

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НОВЫЕ ЦИФРОВЫЕ ТЕХНОЛОГИИ КАК НОВАЯ МОДЕЛЬ ПОВЫШЕНИЯ КОМПЕТЕНТНОСТИ РОДИТЕЛЕЙ В ВОПРОСАХ ВОСПИТАНИЯ И ОБРАЗОВАНИЯ

В статье приводится обзор современных подходов к пониманию процесса цифровизации, дается возможность их использования в образовательном процессе дошкольной образовательной организации.

Ключевые слова: цифровая образовательная среда, информационно-коммуникационные технологии, дошкольная образовательная организация, цифровые технологии.

In accordance with the law "On Education of the Republic of Kazakhstan", one of the main tasks of preschool education is "Interaction with the family to ensure the full development of the child's personality." Parents have a preferential right to educate and educate their children over all other persons. They are obliged to lay the foundations for the physical, moral and intellectual development of the child's personality[1].

State authorities and local governments, educational organizations assist parents in raising children, in protecting and strengthening their physical and mental health, developing intellectual abilities and the need to correct violations of their development.

In the state educational standard of preschool education of the Republic of Kazakhstan, much attention is paid to working with parents, one of the principles of preschool education stands out - close cooperation. Often, employment and time constraints for obtaining a large amount of information are the main problem of modern parents and therefore there is a need to search for new forms of interaction between the family and the kindergarten[2].

One of these forms is the use of digital technologies in working with parents.

The current sanitary and epidemiological situation has led the team to the need to expand the range of use of digital technologies to ensure the renewal of the content of education and optimize the use of developing technologies in educational activities.

It is possible to improve the quality of the educational process and achieve maximum results only in close contact with the family. Modern parents do not seek to study paper media with the results of ongoing monitoring, since most of them represent the digital generation. Its representatives have special abilities to receive and process information, since digital technologies accompany them from birth. Our current students

also belong to the digital generation, so the use of digital technologies cannot be avoided when working with them. They like presentations, bright pictures, educational computer games more than classic manuals.

Today it is impossible to imagine a kindergarten without modern technical means and computer technologies.

Teachers organize the activities of children using multimedia projectors, computers, instant messengers, online classes. Parents prefer to communicate with teachers and receive information about their child using modern messengers: the kindergarten website, Viber, WhatsApp, etc.

Our kindergarten actively uses the following forms of interaction with parents:

- Cellular;
- Email;
- ZOON electronic platform;
- Social network "Instagram";
- WhatsApp Messenger.

Through instant messengers, parents have the opportunity to receive daily "fresh news" from the group where their child is. A parent sees how his baby plays, studies, walks

During the summer period, teachers have mastered the Zoom online platform and successfully conduct parent-teacher meetings, individual and group online meetings and consultations[3].

Nowadays, it is not surprising that tablets and phones are the toys of children sitting in strollers and on their parents' laps. From an early age, children master electronic devices, they know which button to press, and for adults it is convenient: you do not need to bother communicating with your child. Children get used to using electronic devices as toys. But the range of possibilities of gadgets is much wider. Independently, without the competent participation of an adult, a child will not form a culture of handling these devices: time regulations, accessibility to age, taking into account the zone of proximal development and individual characteristics.

Among the interesting digital innovations for administrative and teaching staff, the rapid adaptation of online learning should be noted. The dynamics of the development of online learning is stimulated by the growth in the number of online courses available. Thanks to digitalization, today everyone can get access to information that was previously open only to a narrow circle of specialists. During the pandemic and self-isolation, kindergarten employees did not sit idle:

In order to use resources as efficiently as possible, it is important to constantly master new technologies: online meetings and conferences, exchange of materials through cloud storage, electronic reporting. The unified information system for enrolling in kindergarten (Indigo) ensures the process of enrolling a pupil in preschool institutions and managing all further changes.

Learning the new possibilities of the World Wide Web is essential to teach the children of the new era to navigate the digital world: to understand how it works and to be able to appreciate real knowledge.

The Internet provides a huge amount of educational and developmental programs for preschool children. Among them - games for the development of memory, attention, thinking, imagination; programs, contributing to speech development; teaching writing, arithmetic; travel games; art studios stimulating creative development child, virtual tours. Virtual tours area qualitatively new form of education, in which the really existing objects are displayed virtually, allowing a child who does not have the opportunity to attend a real tour, get acquainted with historical, scientific, artistic exhibits, technical models, places of interest in cities, with traditions and customs of different peoples, with works of culture and art. The developmental effectiveness of computer games lies in the fact that the patterns inherent in ordinary play activity, observed in a computer game: the goal, motives, means and way solution of the task. The child himself sets the task and finds the best way to solve it, which contributes to the development of goal-setting, and, consequently, logical thinking.

With the help of ICT technologies, conditions are created for professional self-development: electronic manuals, articles are used; on the Internet, teachers actively participate in competitions and promotions at the regional and federal levels, exchange information with colleagues, get acquainted with periodicals, and communicate via e-mail. Thus, thanks to the use of information and communication technologies in working with children, high results are achieved.

John Dewey said, "If we teach today as we taught yesterday, we will steal tomorrow from our children."

The use of modern ICT technologies, including the Internet sites of preschool educational institutions, makes it possible to increase the effectiveness of communication between teachers and parents.

Information from the news section, detailed information about the life of the kindergarten and its pupils, the ability to communicate using a guest book and e-mail - all this helps teachers and parents to

communicate more closely, and also involves parents in the life of a preschool institution and makes them direct participants in educational educational process.

The use of multimedia equipment helps in preparing children for school, allows parents to present consultations, videos and films about the life of children in kindergarten, because children draw and sculpt, play and sing, dance and participate in dramatizations, holidays, entertainment[4].

The use of ICT in the activities of a preschool institution makes it possible to introduce innovative processes in preschool education, expand access to information resources, improve all levels of management in the field of education, help develop computer skills and increase creative imagination and imagination.

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ПЕРСПЕКТИВЫ ПРИМЕНЕНИЯ ТЕХНОЛОГИЙ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ

Аннотация. Согласно различным международным отчетам, использование искусственного интеллекта в образовании является одним из новых направлений в образовательных технологиях. Компьютерное обучение оказывает огромное влияние на сферу образования и расширение возможностей реализации образовательных программ – образовательную индустрию. Применение компьютерного обучения набирает обороты, и в последние время в научной литературе этому уделяется много внимания. Будущее высшего образования неразрывно связано с развитием компьютерных технологий, вычислительных мощностей и новых интеллектуальных машин. Мощный потенциал искусственного интеллекта открывает широкие перспективы его использования для высших учебных заведений не только в организации образовательной деятельности, но в изменении самой системы управления образовательной организацией. Дальнейшее развитие системы образования немислимо без разработки и внедрения новых педагогических технологий, и именно компьютерное обучение будет оказывать всё большее влияние саму природу образования, адаптируя передовые интеллектуальные технологии под нужды социума. В статье рассматривается применение информационных технологий в преподавании и обучении для совершенствования образовательной среды в высшей школе.

Ключевые слова: искусственный интеллект, дистанционное образование, самообучение, управление обучением, интеллектуальные системы обучения, информационная инфраструктура, электронное обучение, информационные технологии.