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Organization of the educational process in the context of credit technology training

This article is devoted to the forms of organization of independent work of students in credit technology of education. Independent work takes at least 50 % of the school time and its organization is an actual problem. At present, it is impossible to name the area of human activity in which the methods of using information technologies would not be used. This is an effective means of cognizing the use of information technology. The traditional form of the organization of studies is completely obsolete with the credit technology of training. The main way of information transfer is one-way communication: the teacher translates knowledge, and the learner reproduces them.The main source of education is the experience of the teacher. Sometimes there is a two-way communication: a lecture, a teacher, a student, or a seminar, a student, a teacher. One-way communication is justified only in the event of a lack of information, the impossibility of receiving it in a different way, except from the lecturer's story. The way out of this situation is the organization of multilateral communication. When organizing the training in the form of multilateral communication, the following advantages over the traditional are achieved: the activity of all participants in the process, parity, the absence of repressive management and control measures, and the introduction of the learner's knowledge into the educational process. The article briefly describes the main forms of this work, as well as lists the forms of organization of independent work using information technology.

Keywords: glossary training, written creative works, methods of rational reading, control exercises, IP-helping, logically closed blocks, modules, logical schema of the knowledge base, terminological dictionaries, written creative work, study of literature on the topic of the essay, essay, TV essay, teletheutoring, Test-training, electronic benefit.

The training system in Karaganda State University is based on credit education technology and scientific research in the field of teaching psychology.

The main components of the training system at the University are:

• credit educational technology;
• Individual educational planning;
• attestation of knowledge;
• academic mobility of students.

When implementing educational technology in the University, *various forms and types of organization of training* are used:

• a special educational environment is created for the student, not only in the university, but also at home;
• a survey is widely used, which creates a holistic picture of the studied area of knowledge and activity;
• regular application of glossary and algorithmic training, as well as algorithms of professional skills;
• immersion in the environment of developmental learning, which trains the student in an independent search for information, its creative comprehension and independent actions in changing conditions;
• application of total knowledge control of students

The disciplines are divided into logically closed blocks or modules. Modules are credits (credits) and are calculated for approximately 45 academic hours, including compulsory classroom and independent work of the student.

Depending on the content of the academic discipline, various teaching aids are used.Their combinations for each module are determined by educational and methodological complexes (CMD), including educational products and teaching materials on the module both on traditional carriers and in electronic form.

At the present stage, one of the priority tasks in the field of education is the training of qualified employees of the appropriate level and profile, competitive in the labor market, competent, responsible, and freely proficient in their profession. Such a task is impossible without increasing the role of the student's independent work in the learning process.

The independent student work is the fulfillment of various tasks of educational, research and self-educational nature, a means of mastering the system of professional knowledge, a method of cognitive and

professional activity; Formation of skills and abilities of creative activity and professional skills with the use of telecommunications; Text work (work with texts) and work with lecture material. The volume of independent work of a student in the State Educational Establishment of the Republic of Kazakhstan is at least 50 % of the student's academic time. The independent work of the student is carried out both at the university and outside it.

We will consider the organization of independent work of students outside the university. Outside the university, the following types of independent work can be distinguished:

• study of the textbook and other training materials on discipline;
• doing homework;
• independent research (creative) work.

The following activities of the student can be classified as independent creative work: writing essays, scientific (problem) articles, essays, writing written term papers and final qualifying works.

Let us briefly dwell on these forms of work.

Work with the textbook student should start with comprehending and memorizing the basic terms, as well as the facts, personalities and dates given in the glossary. If there is no glossary, then it is recommended to make it to the student himself. This process is called the initial glossary training. It promotes meaningful reading and mastering of the thematic material.

Many teachers develop, or read the topic of the module overview lecture. The text of the review on the subject of the module should be carefully read at least two times, marking difficult to understand places, unfamiliar facts and concepts. The student can then formulate questions on this material for lectures or consultations before the exam, if there is e-mail, then ask the teacher by mail in electronic form [1].

After reviewing the review on the subject of the module, it is necessary to study the recommended literature, at first - compulsory, and then - additional. In the textbook, you should pay attention to those sections that are presented schematically in the thematic review, or not at all.

The student should be able to:

• draw up a work plan for studying the document, books;
• use methods of rational reading;
• work with reference literature;
• to structure and analyze the content of the document, books, articles, composing abstracts, abstracts, logic diagrams, terminological dictionaries etc .;
• memorize the studied material;
• specifically formulate questions in oral and written forms, electronically (IP-helping);
• draw up abstracts of documents, books, articles.

After studying the theory, the student begins to perform homework. For each module it is recommended to compile a logical scheme of the knowledge base and perform control exercises for self-examination. Sometimes a student is invited to write an essay on a certain topic. To develop a logical scheme, you must perform the following actions:

• view the thematic (scientific) review and write out the headings of sections and subsections on separate sheets;
• write out the main concepts and categories from each section of the thematic review;
• read the text and find the relationships between the concepts and categories within the section, and then identify in the text or establish by inference generalizing concepts and categories;
• select the most common concepts and categories that combine the content of the text;
• construct a logical scheme that includes selected concepts and categories, taking into account the relationship between them

When drawing up logical diagrams of knowledge bases, the following requirements must be taken into account:

• Simplicity of the schematic representation, expressed in the minimum number of elements and their connections in the scheme;
• the target and semantic significance of the elements of the scheme, links, their hierarchical location in the space of the scheme;
• coordination of elements and connections both within the scheme and outside it;
• Visibility of the presented schemes(graphics, diagrams, shapes, colors, tabular, digital, illustrative material).

Control exercises are focused on consolidating the knowledge gained by choosing the right answer to the task. Control exercises include training exercises on the formation and consolidation of professional skills using computer training programs.

Doing homework is a kind of preparation for collective trainings, in which the student presents knowledge in the society, and to the subsequent electronic testing or colloquium.

Written creative work is not provided for by curricula and is carried out by students solely on their own initiative. But the creative approach of the student to in-depth study of a particular problem is strongly encouraged and, of course, influences the overall assessment of the knowledge and erudition of the student. Written creative works can be performed by students in the form of:

• *abstracts* on problematic issues of the subjects studied or to various scientific publications (articles, monographs), individual documents, as well as abstracts and reports.

• *essays* or problematic articles of a research, review or analytical nature for publication in university publications and other publications;

• *reports* and reports at student scientific-practical conferences, held in real time or in virtual mode.

The student selects the topic of written creative work independently according to the recommended list by the teacher.Requirements for the design of creative works of students and the scientific and reference apparatus to them are established in [2; 5-8].

The main goal of the *essay* preparation is to show how much the problem is being understood. The writing of the essay also pursues other goals, such as:

•development of skills of independent teaching and research work;

•teaching methods of analysis, generalization, comprehension of information;

• checking the student's knowledge of the discipline studied.

The abstract is not a scientific work in the full sense of the word. It gives primary comprehension and generalization of a certain amount of information accumulated by scientists and laid down in the literature. At the same time, it is not forbidden to express your point of view on the illuminated issue in a hypothetical form that can be investigated, proven and argued later. Moreover, the abstract pursues the goal of developing a personal relationship to the problem under study. The approximate volume of the abstract is 20-22 pages.

The main stages of the preparation of the essay:

•collection and study of literature on the topic of the essay;

•analysis and systematization of information, development of the abstract structure;

• writing and writing an abstract.

Features of the preparation of a scientific article are related to its content. This is any problem that does not have a unique solution or contains significant contradictions between theory and practice. Depending on the goals and objectives, the article may be survey, research, analytical or informational. The main thing when writing a scientific article is the correct formulation of the problem, the critical comprehension of existing ideas, theories and facts, the logical, stylistically adjusted presentation of their thoughts, ideas, and the formulation of scientifically substantiated conclusions [3].

When writing a problem article, it is most important to show how authoritative and logical the author of the article thinks, revealing one or another topic, how familiar he is with different points of view on this issue, and how he argues with his opponents.

An essay is the most difficult, the highest level of creative work of the student, since it assumes a pronounced personal relationship of the author to a selected topic, a non-standard presentation of the material and is most conducive to the manifestation of the critical direction of author's thoughts.

The essay is literary and requires the student to have some certain courage and desire to try their hand at not only scientific and intellectual, but also literary creativity. The manner of presenting his ideas here is of incomparably greater significance than when writing an article or an abstract, where content and ideas are the main thing, and the form in which they are clothed is secondary.

When writing an essay you can not remain indifferent to what is being talked about, this one should live and be sick. Stages of work when writing an essay:

• sketch out a plan for future work, build a logic for disclosing one's position on the chosen issue in order to avoid repetition and alogism;

• to know all the existing points of view on the issue and what is exciting and interesting, to write out and think well;

• Start writing work, remembering that in the essay, both vernacular and other elements of the «low style», anecdotal, paradoxical examples are allowed in order to most fully express one's own attitude towards the chosen topic.

Independent work at the university can also be conducted using computer and telecommunication facilities and includes a whole range of different training sessions:

• work with texts in a telecommunication two-level library;
• work with lecture material;
• IP-helping;
• Teleteutoring;
• individual computer classes;
• television;
• test-training, etc.

Teleteutoring is an activity for preparing students for exams, writing course work, practice in the form of individual or collective viewing by students of video recordings of teacher's television consultations.

One of the types of original work of student during each semester is the preparation of TV show. They facilitate the preparation of students for public speeches, the protection of WRCs and teach: to be able to properly and freely behave in front of a large audience, video and television cameras; correctly and clearly state the topic of the report, the ability to fit into the time allotted for the report, etc.

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Кредиттік оқыту технологиясы аясында оқу процесін ұйымдастыру түрлері

Мақала білім алушыларды кредиттік технологиямен оқыту барысында өздік жұмысты ұйымдастыру түрлеріне арналған. Өздік жұмыс оқыту уақытының 50 % -дан кем болмайтын көлемін қамтиды және оны ұйымдастыру өзекті мәселе болып табылады. Қазіргі таңда ақпараттық технологияларды пайдалану әдістерін қолдануға болмайды деген адамзат қызметінің шеңберін айту мүмкін емес. Бұл — ақпараттық технологияларды қолдануды білудің тиімді құралы. Білім алушыларды оқытудың дәстүрлі түрімен ұйымдастыру кредиттік технология оқыту барысында толығымен өзін жоғалтады. Ақпаратты берудің негізгі бір тәсілі — байланыстың бір жақты болуы: оқытушы білімді тасымалдайды және білім алушы оларды жаңғыртады. Оқытудың негізгі көзі — оқытушының тәжірибесі. Кейде екіжақты байланыс орнайды: дәріс, оқытушы, білім алушы немесе семинар, білім алушы, оқытушы. Өзге тәсілмен ақпаратты алу мүмкін емес кезде тек қана дәріскердің айтуымен болса ғана, біржақты байланыс орнатылады. Осы жағдайдан шығу көпжақты қарым-қатынас ұйымдастыру болып табылады. Оқытудың ұйымдастыру кезінде көпжақты қарым-қатынас түрі дәстүрлі түрінен келесі артықшылықтармен ерекшеленеді: процесте барлық қатысушылардың белсенділігі, тепе-теңділік, басқару мен бақылау кезінде репрессивті тәсілдердің болмауы, студенттердің білімін оқу үрдісіне енгізу. Авторлар қысқа түрде осындай жұмыстың негізгі түрлерін сипаттап, өздік жұмысты ақпараттық технологияларды қолдану арқылы ұйымдастыру түрлерін атап өткен.

Кілт сөздер: сөздік, жазбаша шығармашылық жұмыс, тиімді оқу әдісі, басқару жаттығулары, IP-анықтамасы, логикалық тұйық блоктары, модульдер, білімдер базасының логикалық негіздері, терминологиялық сөздіктер, эссе, телевизиялық жарнама, телебағдарлама, тестілік тренинг, электронды табыс.

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Организация учебного процесса в условиях кредитной технологии обучения

Статья посвящена формам организации самостоятельной работы студентов при кредитной технологии обучения, которая занимает не менее 50 % учебного времени, и ее организация является актуальной проблемой. В настоящее время нельзя назвать область человеческой деятельности, в которой не использовались бы информационные технологии. Это эффективное средство познания. Традиционная форма организации занятий, когда основной способ передачи информации — односторонняя форма коммуникации, т.е. преподаватель транслирует знания, а обучающийся воспроизводит их, изживает себя полностью при кредитной технологии обучения. Односторонняя коммуникация оправдана лишь в случае недостатка информации, невозможности ее получения другим способом, кроме как из рассказа лектора. Выход из создавшейся ситуации — организация многосторонней коммуникации. При организации обучения в форме многосторонней коммуникации достигаются следующие преимущества перед традиционной: активность всех участников процесса, паритетность, отсутствие репрессивных мер управления и контроля, привнесение в образовательный процесс знаний обучаемого. В статье кратко описаны основные формы такой работы, а также перечислены формы организации самостоятельной работы с использованием информационных технологий.

Ключевые слова: глоссарий, письменные творческие работы, методы рационального чтения, контрольные упражнения, IP-помощь, логически закрытые блоки, модули, логическая схема базы знаний, терминологические словари, изучение литературы по теме эссе, эссе, телереклама, телепередача, тестовое обучение, электронная выгода.

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