

Janat Zh. Sakenov,
PhD, professor;
Pavlodar State Pedagogical Institute,

Yessen B. Omarov,
PhD, professor;
ENU. L.N. Gumilev,

Darkhan G. Toktarbayev,
PhD, professor;
ENU. L.N. Gumilev,

Igor V. Rybin,
Senior Lecturer;
ENU. L.N. Gumilev,

Zaru K. Kulsharipova,
PhD, professor;
Pavlodar State Pedagogical Institute,

Bibigul B. Isabekova,
PhD, professor;
Pavlodar State Pedagogical Institute,

Asemgul B. Zhantlesova,
PhD, professor;
Tomsk Polytechnic University

About Model of Readiness of Students to Use Digital Educational Resources

Key words: *digital educational resources, students, readiness, Model readiness of students to use digital educational resources.*

Annotation: *In research determination of students readiness to use digital educational resources in professional activity in which the content of their future professional work is reflected is given. Criteria of students readiness to use digital educational resources in professional activity are proved: - requirement to use of digital educational resources in professional activity; - knowledge of digital educational resources and ways of their application in professional activity; abilities of using digital educational resources in professional activity. Levels of students readiness to use digital educational resources in professional activity are proved. Model readiness of students to use digital educational resources.*

It is difficult to present modern educational process without high-quality providing with training electronic materials. Lately their specific structure replenished with such latest

pedagogical software, as electronic manuals, means of computer modeling, Internet sites, the exercise machines training programs and other educational resources. The digital educational resource allows to expand informative interest of students to professional activity. Such type of training with using of digital educational resources allows to improve quality of training, promotes development of informative interest in unlimited number, allows to realize educational process with creativity elements. Digital educational resources are the photos presented in a digital form, video fragments, static and dynamic models, objects of virtual reality and interactive modeling, cartographic materials, sound recordings, symbolical objects and business graphics, text documents and other training materials necessary for the organization of educational process of students.

In the conditions of informatization of education creation and use of the new tutorials intended for the organization of work of trainees in the uniform educational environment and promoting improvement students training quality is actual. It is possible to carry digital educational resources to such tutorials. Digital educational resources give opportunity of placement of bigger volume of information; fast search and access to necessary information; objective and high-quality examination of students; evident representation of many difficult phenomena and processes; uses of various graphic registration; simultaneous obtaining information. In this regard the full solution of problems of education informatization demands improvement of students training, training in their methods of work with modern digital educational resources.

The analysis works of Wayne Burleson, Aura Ganz and Ian Harris (1), Schantz EA. (2), Magdy F, Iskander (3), Derek A. Muller, Manjula D. Sharma and Peter Reimann (4), Timothy Ellis (5), Avdeev SM. (6), Gomeva EA. (7), Furs MV. (8) showed that there is a significant amount of the researches devoted to questions of students professional training in the conditions of informatization of process of education. It should be noted that in specified works of Wayne Burleson, Aura Ganz and Ian Harris (1), Timothy Ellis (5), Avdeev SM. (6)] et al. more attention is paid to theoretical and methodical training of students on use of knowledge of informatics.

However in these researches questions of students training to use digital educational resources weren't taken up. Thus, formation of students readiness to use digital educational resources in professional activity wasn't so far object of studying that allows to speak about relevance of research of this direction.

Readiness of students to use digital educational resources in professional activity is the steady characteristic of the identity of the student, defining ability to solve the main professional pedagogical objectives means of digital educational resources in the conditions of the multisubject multifunctional pedagogical activity which purpose is training, education and development of school students.

Readiness of students to use digital educational resources in professional activity includes the following structural components:

- motivational, presented by the motives expressed by interests and requirements to use digital educational resources in professional activity;
- cognitive, assuming set of subject, methodical knowledge which integrate the general and special knowledge in readiness of students to use digital educational resources in

professional activity;

– activity, expressed by a complex of abilities on the training organization with use of digital educational resources.

The technique of formation of students readiness to use digital educational resources in professional activity assumes application of training methods: method of projects, method of the solution of expediently picked up tasks; use of training means: computer, multimedia projector, Internet resources; the organization of process of training on the basis of an optimum combination of collective, group and individual forms of educational activity of students. In the course of development of formation technique of students readiness to use digital educational resources in professional activity specific features of professional activity are considered:

- multiconcreteness to own the theory and a technique of teaching of a number of the subject matters relating to various areas of knowledge;
- functionality, training, education and development of school students;
- accounting of age features of school students.

Levels of readiness formation of students to use digital educational resources in professional activity: I. High; II. Average; III. Low.

Diagnostics of formation levels of students readiness to use digital educational resources in professional activity is carried out on the basis of the following criteria: I. - requirement to use digital educational resources in professional activity; II. - knowledge of digital educational resources and ways of their application in professional activity; III.-ability to use digital educational resources in professional activity.

The maintenance of components of students readiness formation to use digital educational resources in professional activity allowed us to design Model readiness of students to use digital educational resources which is presented in figure No. 1.

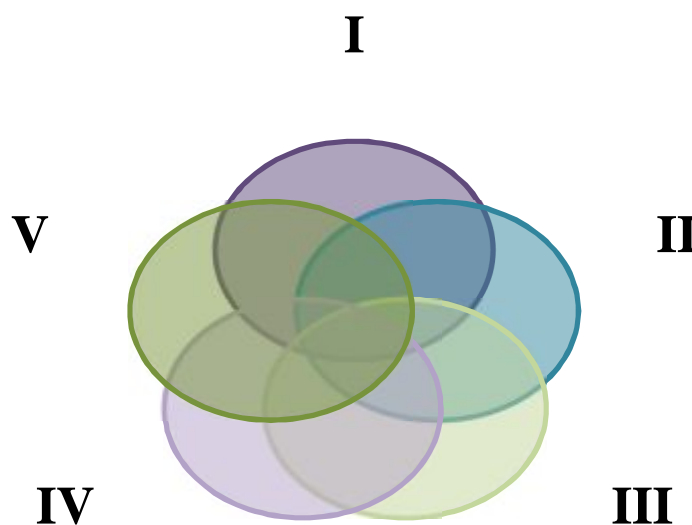


Figure 1. Model readiness of students to use digital educational resources.

The explanation to figure 1. Model readiness of students to use digital educational resources:

- I. – Readiness of students to use digital educational resources.
- II. – Components of students readiness to use digital educational resources.
- III. – Criteria of students readiness to use digital educational resources.
- IV. – Levels of students readiness to use digital educational resources.
- V. – Technique of students readiness formation to use digital educational resources.

Thus, realization of the Model readiness of students to use digital educational resources in professional activity taking into account specifics of activity of future teacher of school, allowed to raise considerably level readiness of students to use digital educational resources in professional activity.

References:

1. Wayne Bursleson, Aura Ganz and Ian Harris. *Educational Innovations in Multimedia Systems: Journal of Engineering Education*, 2013, 90 (1); 21–31. DOI: 10.1002/j.2168-9830.2001.tb00563.x.
2. Schantz EA. *Professional training of university students as a holistic educational system: Theory and practice of education in the modern world*, 2012, 1; 383-386.
3. Magdy F, Iskander J, Corey Catten, Rex Jameson, Antony Jones and Albert Balcels. *Development of multimedia modules for education: Computer Applications in Engineering Education*, 2014, 3 (2); 97–110. DOI: 10.1002/cae.6180030205.
4. Derek A. Muller, Manjula D. Sharma and Peter Reimann. *Raising cognitive load with linear multimedia to promote conceptual change: Science Education*, 2008, 92 (2); 278–296.
5. Timothy Ellis. *Animating to Build Higher Cognitive Understanding: A Model for Studying Multimedia Effectiveness in Education: Journal of Engineering Education*, 2004, 93 (1); 59–64.
6. Avdeev SM.. *Training a new generation of materials, or taught us draft ISO*, 2008 [Internet] Available from: URL: <http://www.openclass.ru/node/68>.
7. Gorneva EA. *Electronic educational resources as an integrated tool of information culture of the future teachers of technology. Bryansk*, 2007; 1:24.
7. Furs MV. *Interactive training - and a means of increasing the level of training of students: Alma mater. Journal of Higher School*, 2011, 10; 29-33.