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POTENTIAL OF ELECTRONIC EDUCATIONAL RESOURCES IN THE FORMATION OF INFORMATION LITERACY OF STUDENTS

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Abstract
The article highlights the possibilities of electronic educational resources in the formation of information literacy of students and their importance at present.

Key words: Education, electronic resource, competence, tool, communication

ПОТЕНЦИАЛ ЭЛЕКТРОННЫХ ОБРАЗОВАТЕЛЬНЫХ РЕСУРСОВ В ФОРМИРОВАНИИ ИНФОРМАЦИОННОЙ ГРАМОТНОСТИ УЧАЩИХСЯ

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Аннотация:
В статье освещаются возможности электронных образовательных ресурсов в формировании информационной грамотности учащихся и их значение в настоящее время.

Ключевые слова: образование, электронный ресурс, компетенция, инструмент, коммуникация

One of the main directions of the comprehensive modernization of modern school education in Uzbekistan is the introduction of new information technologies and modern didactic textbooks into pedagogical practice. The use of computer technologies and electronic teaching aids in the process of teaching students improves the quality of information acquisition, makes the learning process more

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productive and effective, and increases students' interest in obtaining theoretical and practical knowledge.

The modern stage of informatization of education is characterized by a general desire to develop and use various electronic educational resources, such as electronic reference books, encyclopedias, training programs, automated means of monitoring students' knowledge, computer textbooks, simulators, and others. As a result of the analysis of the process of introducing informatization of the education system, the following directions can be distinguished:

– Creating the foundations of a modern industry for the development of electronic devices;

– Ensuring free access to developed educational resources and publications (formation of a national center for information and educational resources);

– Development of distance learning technologies;

– Training and advanced training of teaching staff in the field of ICT;

– Formation of a networked pedagogical community.

According to U.Sh. Begimkulova, the process of informatization of education and the use of modern information technologies leads not only to a change in organizational forms and methods of teaching, but also to the formation of new teaching methods. One of the promising areas that ensure interactivity in the modern education system are electronic educational resources, which are recognized as a relatively new didactic tool. The importance of innovative methods and means for individualization and informatization of education as a result of the use of ICT in the learning process, as well as increasing the independent creative activity of students, is scientifically substantiated.

The fact that English language teaching is currently rapidly penetrating all areas of the education system indicates the need to pay attention to improving the efficiency of independent mastering of educational materials by students, effectively using their potential. In particular, the research works of A.A. Abdukodirov emphasize the need to analyze the role and stages of the teacher-student-computer triad in educational activities in order to accelerate the educational process based on modern IT. Indeed, one of the leading areas of ensuring interactivity in the modern education system today is the use of interactive learning, which is a relatively new didactic tool. Psychological and

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pedagogical studies conducted in this area show that the use of ICT in the educational process allows teachers to implement innovative ideas in pedagogical activities, individualize and informatize education, determine an individual educational trajectory for each student, introduce the principles of a competency-based approach to the educational process and allows increasing student involvement. ETR is a complex of software, information technology, educational and methodological systems that provide a targeted learning process.

The introduction of ETR into the educational process is associated with increasing the activity and motivation of students, as well as increasing their interest in science. At the same time, there are ideas that the educational process can be completely computerized. In this case, the teacher is considered an adviser and mentor.

The analysis shows that many scientific papers of foreign and Uzbek scientists have been published on the creation and use of ETR in the educational process. Despite the fact that a lot of work has been done on ETR, today there is no consensus among researchers regarding the definition of this concept.

Taking into account the above considerations, it should be noted that one of the main tasks in teaching physics in secondary schools in our country is to expand the use of modern scientifically based methods, techniques and tools, including electronic educational tools, information and computer technologies. . New information technologies use hardware and software in teaching physics.

Currently, there are three main types of EDR: text-graphic, elementary audiovisual and multimedia EDR.

Text-graphic resources are the simplest and represent an electronic form of text stored in an image. The proximity of such electronic educational resources to books has led to them being called "electronic textbooks". Text-graphic EDR is effective when it is necessary to extract information from a large number of resources, as well as when promptly updating the content of resources.

Elementary audiovisual resources include photographs, video recordings, music, etc. consists of a simple computer file. In this case, due to the lack of a didactic basis, these resources can only be classified as indirect educational resources. They often serve as electronic demonstration tools when a teacher works in the classroom, increasing the level of clarity. There is also experience in linking such

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sources to textbooks: a compact disc with illustrative material is attached to the book.

Multimedia resources are considered the most powerful and interesting for education. Multimedia ETR implies the ability to simultaneously reproduce on the computer screen and in audio form a coordinated set of text and audiovisual elements representing the studied objects and processes in various ways. A characteristic feature of multimedia content is interactivity, including the possibility of arbitrarily complex interaction options. Interactivity in text resources is possible only in the form of a simple link, while when using an elementary audiovisual resource, interactivity is impossible. Multimedia technologies play a special role in the pedagogical activity of a modern teacher. Teaching physics is a suitable area for the use of modern information technologies due to a number of unique features of this subject. School physics provides the necessary knowledge for a visual description of the world around us. At the same time, the process of creating vivid presentations and film slides helps to expand the horizons of students, understand the possibilities of the surrounding world, which enriches the educational process and makes it more effective due to the involvement of the student's sensory components in the process of perceiving educational information. Multimedia technologies have transformed educational displays from static to dynamic, allowing students to observe the processes being studied in real time.

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