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THE WAYS OF THE ACTIVIZATION OF THE INDEPENDENT WORKS NOF THE STUDENTS IN THE EDUCATIONAL PLATFORM MOODLE

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ABSTRACT

The article is dedicated to the problem of the activation of the independent works of students by means of information technologies, in particular, through the system of the distance learning Moodle. The literature analysis of the problem, selecting the optimal modele, also the methodical and technological problems in the creation of the seminar in a ESSAY form will facilitate the improvement of the skills and capabilites in the education.

KEYWORDS: *Educational Platform Moodle, Electron Educational Courses, Seminar, Essay, Methodological, Methodology Of Physical Training.*

INTRODUCTION

The informatization of modern society, the development of information and communication technologies, and changes in the education system have caused the need for the use of distance education technologies (DET) in higher education. Contemporary educational platforms are intensified with the development of the educational tools which are undergoing rapid changes in the

The current topic of discussion is the issues of mastering the technology of distance learning, the Moodle educational platform, in the shortest possible time. In fact, this educational platform is an information technology that provides delivery to students of the main volume of the studied material, interactive interaction between students and teachers in the learning process, providing students with the opportunity to work independently on the development of the studied material, as well as in the learning process[1,3].

The purpose of this work is to analyze the initial experience of using distance learning technology in the direction of education "physical culture", to identify problems and optimal models for organizing independent work of students on the example of the theory and methodology of physical culture.

Methods of the inquiry

Method of research. Based on the analysis of scientific publications and research, generalization of experience in the direction of transforming pedagogical activity into an electronic educational environment, the methodological and technological features of creating the element "seminar" on the example of the theory and methodology of physical culture are presented.

Results of the research and their discussion: Research results and discussion: the history of the development of distance learning forms has been going on for more than one hundred years[3]. The problems of their implementation in pedagogical practice have been considered in the works of many authors. It should be noted that among the many technologies currently available for distance learning (e-mail, teleconferences, forums, chats, electronic Bulletin boards, virtual interactive boards, etc.) are the main system of distance learning. This is justified by the wide functionality of modern distance learning systems: they contain tools for creating, storing and delivering educational content, as well as learning management tools.

With the transition to distance learning, find solutions to a number of socio-economic problems of society:

- increasing the General educational level of the population;

- increasing access to higher levels of education;

- meeting the needs of higher education;

-organization of regular professional development of specialists in various fields [1].

The emergence of new educational technologies in General and specific areas of education opens up wide opportunities in this regard. For example, in the work of V. I. Andreev in 2011, it was noted that in recent years there has been an understanding that quality education is almost impossible without effective information and communication technologies for teaching and educating students, which cover an increasing educational space and take up more and more time in educational activities[9].

One of the features of modern education is the widespread use of interactive learning. Interactive methods, their possibilities and practical use in the system of higher professional education contribute to a more effective organization of the educational process, in which the student becomes a full-fledged, active participant. At the same time, a special role is assigned to the introduction of elements of distance learning into the educational process. Thus, we are talking about a mixed form of training, when e-learning elements are used to solve certain educational tasks [1,4,5,7].

The purpose of distance learning technology is quite broad: they can serve as an instrumental basis for organizing distance learning, can be actively used in combination with traditional forms and methods of training, can be used to build a network of interaction between the University and employer organizations [7].

The organization of independent work of students using the remote Moodle system, the problems of organizing independent work of students through information technologies, in particular through the Moodle distance learning system, are solved by many authors in a unique way. For example, the information and project method of training developed (A.A.Tolsteneva, V.K.Vinnik, O.S.Terekhina, E.N.Krivenkova 2014) involves students performing progressively more complex professionally significant interdisciplinary project tasks. The developed model implements the idea of the need and possibility of improving the efficiency of independent work of students by organizing systematic professionally directed project activities aimed at the formation of professional competencies of students in the system Moodle[9].

As one of the directions of organizing independent work, they show that modern information technologies have a great potential for solving this task. For example:

As one of the directions of organizing independent work, the show that modern information technologies have a great potential for solving this task. For example:

1. The content component of the model is reflected in the components of the electronic environment [3].

2. The organizational and methodological component of the model contains:

- Introduction with a brief description of the course and information about the course authors;

-curriculum;

- Requirements for the results of mastering the main professional educational program that characterize General and professional competencies, etc.

3. Information and training the model component contains:

- Goals, tasks, schedule and structure of extracurricular independent work

- Text resources with hyperlinks, tutorials, etc.-to justify and argue the significance and feasibility of using e-learning courses on the LMS MOODLE platform in the context of improving the quality of independent work of students in the study of physics courses at the University.

In connection with the phenomenon of globalization occurring in the world, the clarification of the concept of e-learning courses (PRC) and their place in a blended learning environment (V.Y.Shurygin, L.A.Krasnova, 2014). Scientific novelty of the work is the selection of main features and possibilities for the intensification of the educational process and enhance students ' independent work. The practical significance of the article describes the possibilities of remote elements on the LMS MOODLE platform, as well as the features of their application allow us to determine ways to optimize and rationalize the educational process, improve methods and tools for presenting information, monitoring, and diagnosing various types of independent activity[9].

Regardless of the content and volume it is proposed to distinguish the following characteristics of e-courses:

1. The Adequacy of the content, which means:

- Compliance with the state educational standard;

- Completeness of the presentation of educational material for the development of the discipline (section of the discipline);

- Support for various forms of training (individual and collective);

- Support for various types of classes (study of theoretical material, practical and laboratory work);

- support for various forms of knowledge control (milestone, final, self-control), taking into account the latest trends in science and technology.

2. The Effectiveness of the information presentation form, which is determined by: accessibility to educational resources, ease of use and navigation, ergonomics, availability of a **tutor-** teacher coordinating the student's actions, monitoring and support of student activity, ensuring communication with the teacher and fellow students, obtaining advice, protection and recovery of information;

3. Economic efficiency, which is determined by the following indicators: long service life, the ability to upgrade in the process, low cost and price, reasonable configuration of the necessary technical and system-wide facilities[4].

Innovative qualities of e-learning courses (EOCS) include:

- ensuring the functioning of the components of the educational process;

- obtaining information;

- Availability of feedback;

- Interactivity;

- Possibility to organize various types of educational activities;

- Certification (control of educational achievements);

- Possibility of distance (remote) full-fledged training.

Thus, the use of EOC falls within the framework of a new paradigm of higher education, which is characterized by the following main features:

- Education available anywhere in the world;

- A learning through life;

- on-the-job training (V.S.Belyakov 2004, A. A. Verbitsky 2012) [3, 5].

However, despite a large number of studies, some issues require a kind of resolution. In particular, the problem of activation of independent work of students based on the use of elements of distance educational technologies is relevant [6].

The organization of independent work of students on the example of the discipline of Theory and methods of physical culture (in the form of writing an ESSAY) involves the following methodological components.

It is necessary to make a list of generally accepted rules for writing an ESSAY in advance:

1. Font: Follow the standard design rules: use the Times New Roman font, 14 size, 1.5 spacing.

2. Page numbering: end-to-end numbering is applied to the text, the page is not placed on the title page, but it is taken into account when numbering.

3. Subheadings: In the main part of the essay, subheadings can be used, which can be highlighted in bold. Print subheadings with paragraph indentation, with capital letters, without a dot at the end of the subheading, and without using underscores.

4. Graphic material. The main part of the essay may contain diagrams, diagrams, and tables. All figures and tables are numbered, and their names are placed in the middle of the line (figure 1 – Name, table 1-Name). The drawing name is written below the drawing, and the table name is written above the table.

5. The design of the essay. Before you start writing an essay, you need to think about a plan. To do this, you need to know what parts it consists of. Despite the fact that this genre implies complete freedom of creativity, certain requirements for the design of the essay still exist.

6. Requirements for structural elements of an essay:

- Title page;

- Text of the essay;

- List of references.

7. The title page

Proper design of the work implies the presence of a title page indicating the topic, author, educational institution, Manager, place and time of completion. The word "Essay", which is located in the middle of the page, is usually written in a larger font than the rest of the text (A sample of the title page of the essay is offered).

Design of the essay content:

1. Introduction: Any written work has an introduction, which is intended to introduce the reader to the course of the problem, to interest the topic. The reader should not have any questions about the topic, its relevance and significance. It is necessary to maintain a logical connection between the introduction of the essay and the main part.

Attention! The introduction of the essay is not placed on a separate page and does not have a title.

2. The main part: Then you need to logically and consistently present arguments, revealing the stated topic. It is recommended to actively use the opinions of various scientists, give quotes and situations from life.

The quotes used must be enclosed in quotation marks and contain a link to the original source indicating the authorship, year of publication, and page location of the quoted phrase. Information about the source (link) can be useful in parentheses around the text or in square brackets with the serial number of the source in the list of references.

Each statement should be accompanied by an explanation and example. At the end of each section with a statement, there must be a conclusion or final judgment.

3. Conclusion: In the final part, the problem is voiced again, all the judgments from the main part are summarized, and a General conclusion is made based on the author's position.

Remember! Like the introduction, the conclusion is not written on a separate page and does not include the word "Conclusion" in the title.

3. Making a list of references: Among the sources used, it is desirable to specify monographs, conference collections and scientific articles in periodicals, as well as textbooks and manuals on the theory and methods of physical culture. The list of references is drawn up in accordance with the established standards (show examples of bibliographic descriptions)

4. In the fulfillment of the work the students should indicate the Number, theme of the Module, academic group, name, surname and the patronymic: it is essential to form in accordance with the module, selection of the is voluntary, the volume not more than 3-5 pages; create the document in the Microsoft Word.

Creating the "workshop" element in The MOODLE educational platform is quite a complex process in terms of technology. As a type of independent work for students, which allows them to mutually evaluate the work with pre-established and stipulated criteria. After adding the "seminar" element, you should call it, for example, "ESSAY 1", then the introduction of the seminar indicates the deadline and some features of completion, reassessment checking and evaluation criteria.

Determining the evaluation parameters provides the number of points (grades) for writing and reviewing the ESSAY. It is the cumulative assessment that a student can get as much for a review as for an ESSAY. Specify the size of the file with the instructions (the size up to 5 megabytes is specified).

After specifying some of the settings, the file "ESSAY" is created you need to go to the item "Seminar ESSAY 1" is defined by the specified settings tables: set the introduction of the seminar; provide instructions for work (rules for registration); edit the evaluation forms.

In the point of editing the assessment form, the assessment criteria that students can apply are indicated (for example: criterion 1- literacy (in detail, error 2 points, etc.); criterion 2 – compliance with the topic and in detail). After saving, students will be able to evaluate (review) the work of others according to the specified criteria. Thus, the ESSAY can be given to the student, having previously written a detailed instruction. Next, in the submission phase, students must write the work as files and upload it using the distribution button, or random distribution can specify the number of reviews (self-assessment is disabled). After students have randomly reviewed each other, the teacher can add their own rating.

CONCLUSIONS: As the initial practice of modern times shows, the organization of the educational process and independent work on the basis of EOC is of great interest to teachers and students, since this form of work is an important addition to traditional forms of education, which allow each student to build individual trajectories of development and learning, ensure the optimal formation of professionally important qualities and competencies. The implementation of the advanced technologies applying the modern equipment and skills will further intensify the processes off education in all sectors of the education.

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