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Academia Open

Vol 2 (2020): June

DOI: 10.21070/acopen.2.2020.486 . Article type: (Education)

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Academia Open

Vol 2 (2020): June

DOI: 10.21070/acopen.2.2020.486 . Article type: (Education)

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Methodology Development of Interactive E- Courses

Pengembangan Metodologi E-Kursus Interaktif

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Abstract

This article describes the goals and objectives of creating interactive e-learning courses based on multimedia technologies and develops a methodology for their use in the educational process.

Published date: 2020-06-02 00:00:00

Introduction

The issues of finding methods that improve the content of teaching play an important role when multimedia technologies applied in the educational process.

When multimedia technologies applied in the educational process a special attention is paid to lectures and this teaching method is one of the most important forms of teaching in higher education. Improving the theoretical and ideological aspects of lectures will further increase its importance in the educational process. Many lecturers have noted that the development of lectures leads to an increase in the quality of teaching[1]. The purpose of the lecture is to equip students with teaching materials to ensure that they can work independently with laboratory work and training materials.

In order to master lectures students required to have a certain level of knowledge, hard work and dedication[2]. Therefore, it is very important that students work with teachers in collaboration in the lectures. At the same time conditions should be created for students to work independently. The more students focus on a topic, the more they will understand and remember it. Understanding and remembering is one of the best ways to gain knowledge.

Practicing independently leads to the development of psychological processes which prepares them to think on a large scale to analyze events and facts so that they can understand the topic[3].

Literature review

There are shortcomings of traditional teaching methods in pedagogy in many publications. According to V. I. Onishenko and M. N. Gendins a lecture is a generalizing process that on the one hand teacher provides information and on the other hand student will master it.

When giving a lecture the teacher can describe the given material in different forms (speech level, low or high, repetition, additional demonstration). Secondly, the teacher may not know exactly when there is a need. This may be due to the fact that students do not actively participate in certain parts of the lecture. This leads to a lack of mastery of the material from lesson to lesson. In this sense, the introduction of electronic teaching materials in applying the information technology in the educational process creates a wide range of opportunities for students and teachers[4].

For each subject to be taught, its content is chosen accordingly. Learning tools and the appropriate methods of teaching are selected to acquire it.

Depending on the psychological preparation of students, the level of thinking or the level of mastery of the acquired knowledge appropriate methods are selected for every stage of education. There is logic to describe the specific content of each stage.

Methodology

The purpose of the methodology is to create a new subject to ensure the mastery of it[5].

Such disciplines meet all the needs of the student based on the principle of "first read, then read to teach" according to the requirements of advanced pedagogical technologies and simple to complex rules of theoretical and practical features should be taken into the account.

For the right solution of the problems of the methodology it is necessary to find solutions to interrelated problems such as the creation of concepts of teaching subjects and the interpretation of the content of the subjects. Concepts of teaching were created in the 80s. Now the goals of teaching are changing. In this regard, it is worth to consider these concepts such as the problems in interpreting the content of the subjects, engaging the reader's attention, interest and ensuring the connection between theory and practice. It is obvious that in the traditional methodology considering the development of the student much attention is not paid to the development of knowledge into practice and then to skills. The teacher tries to give the student as much information as possible about the subject[6].

Main part

At the same time the teacher does not always follow a three-stage model of knowledge such as collecting information, selecting and processing it and applying the information learned. The next step is to move the student's cognitive activity to a new level which is the process of activating the acquired knowledge. Only then knowledge gets practical and practice becomes skill.

The acceleration of student's learning is based on a number of principles:

1. Creating an interest in learning the subject;
2. Using the problematic methods;
3. Use of pedagogical technologies;
4. To be based on basic phrases;
5. Organizing works independently;
6. Organizing the general and individual works;
7. Use of technical and visual tools;
8. Linking education to life;
9. Establishing the connection of the subjects.

The main tasks that a teacher should follow in this process are:

1. To awaken confidence in the student;
2. To provide the necessary support to the student.

In this regard, the subject should be prepared taking into the account all the requirements such as the meaning of the content and methods of teaching.

The methodology of information technologies in organizing the teaching process on the basis of multimedia tools is radically different from the traditional method of teaching, which is for teachers and students:

1. Presentation of learning materials in the form of images;
2. Organization of differential and individual learning process;
3. Assessment of the learning process and giving feedback;
4. Self-monitoring and self-correction;
5. Demonstration of the subjects and their dynamic process;
6. Use of computer and information technologies such as animation, graphics, multiplication, sound in the topics;
7. Development of strategic skills for students to master the subject;
8. Creating new conditions for students to work independently.

Teachers in collaboration with experts in the field of computer science create a computer-generated model of the laboratory, practical work on the subject. Laboratory work of this type is called Interactive E-Learning Course.

Interactive E-Learning Course is a training laboratory work aimed at strengthening the theoretical knowledge of students on the basis of information technology in a particular area.

Theoretical, practical and psychological preparation of students for independent work plays an important role in increasing the effectiveness of teaching. It is necessary to create opportunities for students in computer classes to work on the basis of modern computer and information technologies in the hours allotted for independent work and in these classes to create conditions for them to study and engage in computer science and laboratory work. In this way, the organization of independent hours is convenient for students and allows them to study subjects at the right time[7]. One of the necessary conditions for this is the publication of educational materials in an electronic form.

Conclusions

In conclusion linking the theoretical knowledge provided to students from electronic teaching materials, creating problematic theories, solving problems together with students will develop independent thinking skills and help them to understand the essence of the topic. The creation of multimedia electronic textbooks based on pedagogical technologies is essential for this problem-based learning and the organization of independent work of students.

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Academia Open

Vol 2 (2020): June

DOI: 10.21070/acopen.2.2020.486 . Article type: (Education)

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