

THE QUALITY EVALUATION CRITERIA OF METHODOICAL TRAINING MANUAL

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Annotation.

The performance of the research work of the problem of the quality evaluation of methodical training manual is reflected in this article.

Actuality.

The problem of the quality evaluation of methodical training manual (MTM) is currently of particular importance. The orientation of educational programs for high-quality training, the interests and needs of the individual student and society as a whole, the broadness and flexibility of general and vocational training are typically for the development of modern education. In this regard, pedagogy faces the task of training of a new type of methodical training manual.

Educational materials must take into account the innovative nature of the typological features of the training, have recommendations based on the interests and abilities of the students, have attitudes to studying, involve problematic presentation of the topic, elements of research methods, to stimulate creativity in the work of teachers and students.

Scientific and methodological works are the final results of scientific and pedagogical research, and include explanatory notes, curricula, textbooks, methodological materials, tables, charts, diagrams, videos, dictionaries, encyclopedias, anthologies and others.

Many authors consider the methodical training manual as case studies based on the results of fundamental and applied research, serving the teaching practice directly.

The methodical training manual can be defined as an essential element of training system associated with the professional work of the teacher and the student and forms the basis of educational complex.

Characteristics of the individual components of MTM.

The principal kind of tutorial works is a book describing the basis of scientific knowledge on a particular subject in accordance with the teaching objectives which are set by the program and didactic requirements.

In connection with the new tasks of training and development of pedagogical science the textbook is known as benefits by means of which the teacher-organizer and leader of the educational process teaches, educates and develops the student, calling stable and conscious assimilation of knowledge, the formation of philosophical views and beliefs, system of skills in independent academic work.

The definition of the textbook as MTM element, given by T.A. Ilyina, in the aspect of revealing its place and role in relation to the book as the subject of the educational process is deserved attention: "Text-book is a book for the student, which is an essential tool of his learning. It should not only help the student in learning to understand the class teaching material, but also to develop interest in the subject, to stimulate the desire of student to independent acquisition of knowledge in this area. " [5]

From the point of view of systematic perspective, finding accurate quantitative parameters of estimation, trying to understand its technology the approach of V.P. Bespalko is of great interest. He estimates globally, and does not emit its structural components with inherent dominant functional charge. According to him, the textbook is a model of the educational system, and the better the educational system will be presented in this model, the better the textbook will be. It is important pedagogical experience to be found in this model and this fact is the main characteristic of the essence of the textbook.

As V.V. Krajevskiy rightly observes, "in future a set of teaching tools will play an important role as a whole rather than its individual elements. Therefore, in future some of the textbook functions will increasingly be shared between other elements of the course: manuals, books for teachers, handbooks, collections of tasks, etc."

Let us consider the main features of textbooks and their hierarchy.

1. Content and accuracy, consistency, credibility.
2. Ensuring a sufficient and necessary level of scientific character.
3. Target compliance of textbook: as far as it consistently, completely and accurately realizes didactic functions, as far as it is a centre of the training system.
4. Consistency.

The most important kind of MTM is a curriculum.

"The curriculum is a state document, which determines content, the volume of knowledge, skills to be studied as well as content and volume of the sections to each course to distribute them over the academic years."

The training programs are set for each studied subject separately. One can say that a subject is not a simple transfer of scientific data in a short form, but special design of these data, pedagogically processed and distributed in accordance with pedagogy. Its contents include the basic knowledge and skills, which are reflected in the curriculum.

The next type of MTM is a handbook, characterized by the stronger activity and independence. First of all because it affects the entire educational process, it determines a place through relevant advice and guidance, and the nature of the introduction of other manuals and training tools in the educational process.

Methodical training manual is aimed at implementing the dependence of methodology from learning objectives and the content of the topic, providing methodological unity of using the textbook, various manuals and didactic means in the educational process.

Thus, the handbook serves as a connection between the basic course, textbook and other parts of the complex of manuals and means of training.

In addition to all this, the handbook plays an independent role in solving the problems of education, upbringing and development of the student. It formulates the main ideas of the course, the system of basic concepts, outlook and views.

Let us briefly list the requirements for the manuals.

Every kind of a manual must perform its own function. Comparative analysis of manual leads to the conclusion about the absence of the relationship of various species, about substitution some species by others.

Methodical training manual currently serves as the main working tool for the majority of the teachers. The concern of teachers to methodical manuals can be an indicator of their level of qualification and professional culture.

Modern teaching aids for the teacher must perform the following functions:

1. Introduction of the teacher with new achievements in pedagogical and psychological sciences.
2. Introduction of the teachers with interactive teaching methods.
3. Integration of all types of MTM.

Vocational training should also meet the needs of modern society, such as the combination of learning and professional activity, flexibility and accessibility, the possibility of continuing education, regardless of the locations of both the student and the institution. This requires appropriate communicative environment suitable to the solution of these problems. The only solution is the use of e-learning technologies (e-learning). It provides an opportunity to learn autonomously taking into account individual characteristics. At present, priority in higher education is given to the independent activities of students. Consequently, problems in the development and education are significantly transformed, the model based on competent approach is formed. [4]

Benefits of e-learning are undeniable. This form allows to increase the professional skills of personnel in accordance with the interests of employers; to get quality education directly at the place of residence; to reduce the cost of education compared to other forms of education significantly.

The quality of e-learning consists of a set of consumer characteristics (quality) educational service, ensuring the satisfaction of the complex needs of the training and all-round development of the individual student. [3]

To these functions, which are reflected in the pedagogical literature in one way or another, in our opinion, it is necessary to add a function of the emotional component of value orientations in teaching.

The main types of training and teaching materials (textbooks, manuals, training programs) perform a leading role in the educational process, reveal the goals, objectives and content of education, implement the social order of society, exercise the regulatory function governing the teaching process. Auxiliary types (dictionaries, reading books, teaching materials, teaching aids, determinants, audiovisual material) add, clarify and concretize the basic types of MTM, contribute to the development, autonomy, cognitive activity of students, provide additional material for the implementation of variable, relevant and advanced training system, professional self-determination. The effect of training depends on the combination of different types of primary and secondary types of MTM.

Each type of MTM system meets certain criteria. To assess the quality one should apply general scientific relevance, novelty, theoretical and practical significance, transformed into concrete scientific revealing MTM content, as well as taking into account the informative needs of different categories of users (students, teachers, trainers, managers and organizers of National Education).

Criteria for supporting works add, develop and concretize criteria for major works, reveal their urgency, originality, importance of using specific content, additional tasks, texts,

tables, charts, natural and model objects, various kinds of experiments, experimental materials, developing independence and initiative of students.

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