influence of the best examples of art on the formation of the spirituality of the modern young generation. The discipline «History of Art» has a large number of potential opportunities for the formation of students' aesthetic taste, for expanding their artistic horizons, for educating a humanistic attitude to reality.

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UDC 004.9
Teacher readiness model to the development and use of e-learning tools in professional activity

Krauchenia E. M., Cand. of Phys. and Math. Sc.,
Associate Professor,
Zeng Jian, undergraduate
Belarusian national technical university
Minsk, Republic of Belarus

Annotation:
The technology of formation of teachers' readiness for the development and use of electronic learning tools in professional activities is considered.

In the era of big data, the limitations of traditional teaching methods are becoming increasingly prominent. Traditional teaching usually adopts the teaching method of face–to–face teaching, that is, theoretical derivation and explanation in the classroom according to the teaching plan, outline and textbook. The disadvantages of this teaching method are:

– the teaching content is single, rigid and boring. The commonly used teaching model is a teacher – centered "full filling" duck feeding method. In the whole class, only teachers explain knowledge to students, and there is no opportunity for students to interact and ask questions. (change learning mode is fixed;

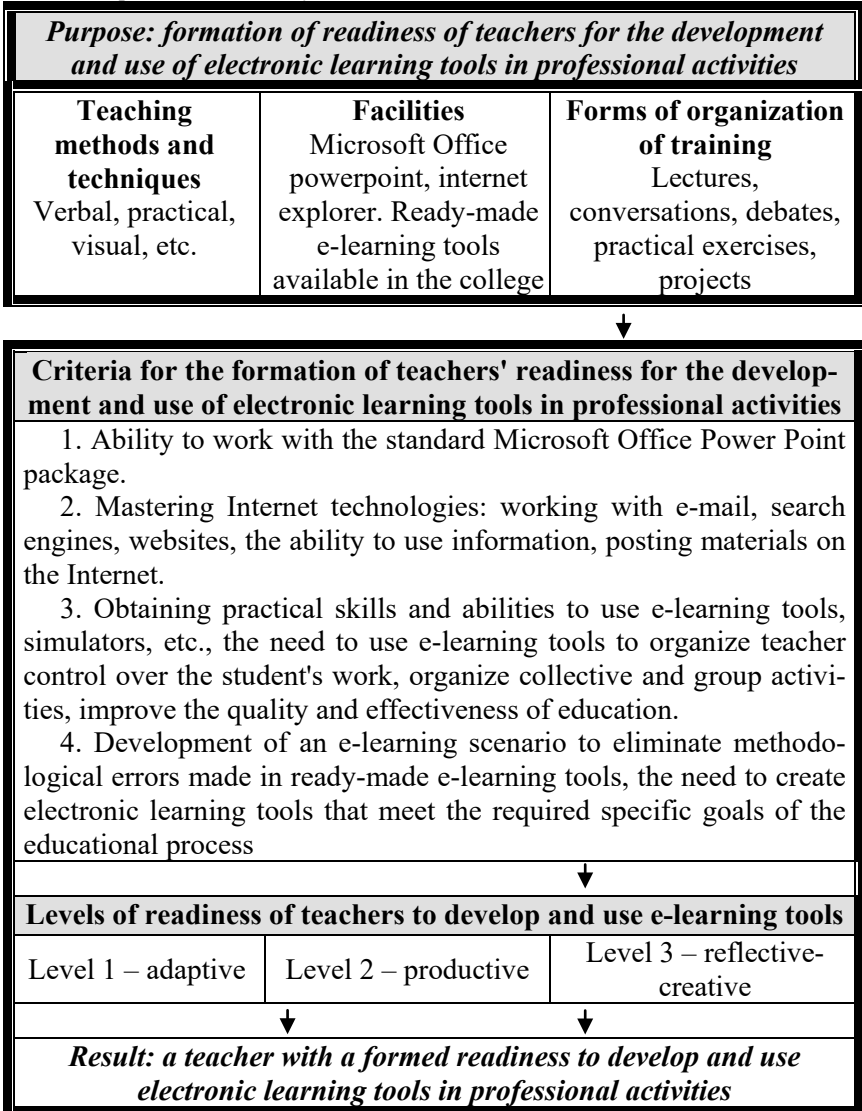– students cannot understand and discover the problems they encounter in the learning process in time;

– students' learning initiative is poor.

With the advent of the era of big data, learning knowledge is no longer limited to the classroom. Advanced network education provides students around the world with new ways and greater learning space, and a new generation of education platform based on big data analysis The creation of personalized and intelligent teaching mode reduces the cost of education. The combination of traditional teaching mode and online education can give full play to their respective advantages and improve students' learning efficiency and teachers' teaching efficiency at the same time.

In our opinion, improving teacher's readiness is of great importance. The teacher's readiness to develop and use e-learning tools in professional activities is a comprehensive personality education based on stable positive motivation and formed components – cognitive, communicative, informational, motivational, providing the teacher's ability to continuous professional improvement. The selected components form the basis of the model for the formation of this readiness (table 1).

The model designed by us is characterized by integrity and consistency, since all these components are interconnected, carry a certain semantic load and work for the final result – achieving the required level of readiness of teachers to develop and use electronic learning tools in their professional activities.

Table 1 – Model of formation of readiness of teachers to develop and use electronic resourcesin professional activity

Purpose: formation of readiness of teachers for the development and use of electronic learning tools in professional activities		
Teaching methods and techniques Verbal, practical, visual, etc.	**Facilities** Microsoft Office powerpoint, internet explorer. Ready-made e-learning tools available in the college	**Forms of organization of training** Lectures, conversations, debates, practical exercises, projects

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Criteria for the formation of teachers' readiness for the development and use of electronic learning tools in professional activities

1. Ability to work with the standard Microsoft Office Power Point package.

2. Mastering Internet technologies: working with e-mail, search engines, websites, the ability to use information, posting materials on the Internet.

3. Obtaining practical skills and abilities to use e-learning tools, simulators, etc., the need to use e-learning tools to organize teacher control over the student's work, organize collective and group activities, improve the quality and effectiveness of education.

4. Development of an e-learning scenario to eliminate methodological errors made in ready-made e-learning tools, the need to create electronic learning tools that meet the required specific goals of the educational process

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Levels of readiness of teachers to develop and use e-learning tools

Level 1 – adaptive	Level 2 – productive	Level 3 – reflective-creative

↓ ↓

Result: a teacher with a formed readiness to develop and use electronic learning tools in professional activities

The basic parameter of the model is the organization of the educational process using electronic learning tools, while it is necessary to ac-

tively use and develop these tools by the teachers themselves, which determines the necessary connections of structural components models in the interests of achieving the goal of formation of readiness.

The model is focused on a specific goal – the formation of teachers' readiness for the development and use of electronic learning tools in their professional activities and consists of blocks: targeted, meaningful, organizational and productive.

UDC 044.3
Self-assessment of knowledge by students in the module-rating education system

Kravchenya E. M., Cand. of Phys. and Math. Sc.,
Associate Professor,
Zhang Yuanyuan, undergraduate
Belarusian national technical university
Minsk, Republic of Belarus

Annotation:
The technology of the modular-rating system of education is considered, the element of which is the self-assessment of the results of educational activity. It is shown that the use of the scoring system contributes to a more rhythmic work of the student.

The modular rating technology of education is an active technology that includes the modular construction of the discipline, the cyclic organization of the educational process, level training, the rating system for assessing the results of educational activities and student learning, carried out by the test method, the absence of traditional credit and examination sessions. With the module-rating technology for assessing student achievements, we understand the design and implementation of the educational process in practice through the division of subject material into diagnostic modules, monitoring and evaluating student achievements based on the rating.

The module in accordance with the purpose (information, comparative, problematic, control, etc.) includes didactic units of the studied discipline, the algorithm of work. The complex didactic goal of the module determines not only the amount of knowledge, but also the level of their assimilation.