METHODOLOGY OF TEACHING THE GRAPHIC EDITOR ADOBE PHOTOSHOP IN THE PROFILE COURSE IN COMPUTER SCIENCE

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Annotation. The relevance of this study is determined by the need to resolve the contradiction between the requirements of society for the training of school graduates in the field of information technology related to graphics and the lack of a developed methodology for specialized training in these technologies.

Key words: digital technologies, web-camera, information literacy, image realism.

One of the important directions in the modernization of school education is the introduction of specialized education at the senior level of the school. The introduction of specialized education requires the development of appropriate educational and methodological material. This fully applies to specialized training in computer science and directly to the development of methods for teaching computer graphics.

With the modern development of digital technologies, students have unlimited access to digital information in the form of images, photographs, etc. Nowadays, cell phones with the ability to take photos and videos are widespread.

To date, such a field of computer science as computer graphics covers all types and forms of representation of images available for human perception either on a monitor screen or as a copy on an external medium. With the advent of affordable scanners, digital cameras, webcams, people have got their hands on a large number of digital images. This gave rise to the need for their processing, restoration, creation of new images, photomontages, collages and so on on their basis. Therefore, the ability to work with computer graphics is an integral part of the information literacy of any person.

An innovative approach to teaching when studying computer graphics, that is, they most fully reveal the possibilities for processing raster images in the professional graphics editor Adobe Photoshop.

When learning how to work with the program, it is necessary to show the maximum possible, what a graphic editor is capable of. The use of real photographs can provide realism in the work, and getting a real result will interest the student even more.

At the same time, in the course of teaching informatics, it must be remembered that the study of informatics and information and communication technologies in the vocational training of education is aimed at achieving the following innovative goals:

- mastering the system of basic knowledge, reflecting the contribution of informatics to the formation of a modern scientific picture of the world, the role of information processes in society, biological and technical systems;
- mastering the skills to apply, analyze, transform information models of real objects and processes, using information and communication technologies, including when studying other disciplines;
- development of cognitive interests, intellectual and creative abilities through the development and use of computer science methods and ICT tools in the study of various academic subjects;

- acquisition of experience in the use of information technologies in individual and collective educational and cognitive activities, including project activities [1].

Vocational education is a means of differentiation and individualization of education, which allows, due to changes in the structure, content and organization of the educational process, the interests, inclinations and abilities of students to be more fully taken into account, to create conditions for the education of high school students in accordance with their professional interests and intentions in relation to continuing education.

The content of each profile of education is formed by various combinations of studying subjects at the basic or profile levels. The content of training for each academic subject at the basic and profile levels is determined by the relevant educational standard and is unchanged for any profile of education. At the same time, each profile has its own tasks, its own characteristics, its own priorities in the content of training, in the specifics of the implementation of interdisciplinary connections.

At the technical level, one should evaluate the convenience and ease of installation of a software product, the features of using memory, peripheral equipment, the ability to work on a network, with storage media, the adequacy of reactions to pressing keys and their combinations, to stopping and exiting the program. It is also advisable to evaluate the organizational structure of the software tool, the ease of navigation in it, the degree of interactivity implemented, compatibility and interaction with operating systems, other programs, the security of program modules and educational content.

Particular attention should be paid to the evaluation of the methodological level of organization of educational software. Since the products of the electronic industry of this kind are intended to support the educational process, it is necessary that they have a didactic value, that they use progressive methods of presenting educational material, reflect modern methods and techniques for presenting it.

Based on the foregoing, we can conclude that the properties of raster graphics provide students, even without artistic abilities, to feel like a creator, get the opportunity to create artistic images and ample opportunities for self-realization. The realism of the image presented in raster graphics is an undoubted advantage in training. The realism of the image gives students the illusion of being able to influence the world around them, which in turn develops creativity and breadth of thinking.

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