

understand, perceive and use information of any complexity level quickly, at the same time performing works both individually and collectively being in direct contact and on remote access. All these contributes to the increase of the quality of educational process and stimulation of the growth of professional competences of future experts of technical specialties.

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E-SCHOOL AS AN INNOVATIVE AREA OF TEACHING

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At this stage of development of pedagogical activity, one of the main places of innovation is e-school. This is a very young, but very promising project, which from the very beginning has established itself as the future of education in general. The e-school includes: interesting interactive lessons, an accessible online library, a direct link between the teacher and the parents of students. The opportunity for any schoolchild to learn from the methodical materials of the best teachers in the country, each child can receive a quality education without applying any financial costs to this. Interests and development areas for teachers have been taken into account, each teacher can prove himself, express himself, demonstrate his skills. Develop an interactive lesson, or a certain teaching methodology, which will be used not only in your lesson, but also the possibility of being freely available on the Internet for other teachers, to participate in the invisible rating of your colleagues. E-school provides an opportunity to visit the "open lessons" of the best teachers, learn from experience, diversify and replenish their activities with new material

The purpose of this article was to study the feasibility of using e-school, on the example of developing an interactive lesson in the visual arts.

Material and methods. The main basic research material is the Moscow e-school website. The methodology of this study is based on a comparative and systematic approach to the process of forming an interactive lesson. Research methods: study of educational and methodical literature, pedagogical observation, generalization of work experience of school teachers, comparison.

Findings and their discussion. "Moscow e-school" was created on January 2, 2016 No. Pr-15GS in order to provide the pedagogical space with methodological and didactic resources [1]. All materials are developed in the framework of the program of the Ministry of Education and Science of the Russian Federation. The aim of the project is to create a course of interactive lessons in all general education subjects that meet the basic educational

standards, based on the experience of the best teachers. Today, it is an opportunity to deeply educate gifted children, disabled children, students with disabilities, even with distance learning, the acquisition and control of knowledge is fully implemented. To verify the feasibility of using this project, we developed our first interactive lesson, which resulted in the conclusions: that these are truly innovative technologies that will definitely change the educational system as a whole.

The lesson is called: “Your Books,” which was developed in the framework of the B. Nemensky program for third grades. Type of lesson: combined.

Type of activity: design, design and graphic activities. Objective: to create conditions for the development of students' skills in the method of manufacturing and design of the project of a folding book for a children's fairy tale or literary work. Learning objectives: the formation of students' ability to work with new information on the topic (select, select, build logically, summarize) for self-determination of the topic and purpose of the lesson; the formation of the ability to distinguish, classify the types and genres of art; the formation of the ability to listen and hear, build speech statements; the formation of new concepts of the basic elements of the book's structure; bookend; book graphics, mastering markup techniques. Educators: the development of autonomy, creativity and the ability to plan, adjust, monitor and evaluate their activities.

At the first stages of work in the e-school designer, faced with this program, difficulties arose with programmed features, since many elements are formed in computer programs, which were easily solved thanks to instructions for teachers. The lesson is divided into six stages, this is the minimum number that is set by the moderators. Each stage has three forms of arrangement: a dialogue board, a teacher's tablet, a student's tablet, in the process of conducting a lesson, the teacher will be able to regulate what students have access to, thereby fully controlling the educational process. We made the first stage informational, a set of useful information and additional illustrations of literary works. G. S. Fedkov, for example, pointed out that the development of figurative thinking of schoolchildren in the process of perception of works of art is well contributed by the illustrations to fairy tales [2].

On the students' tablet, test questions are set, for better learning.

The second stage: “At the beginning of book publishing” consists of historical aspects of the formation of book graphics, the material is supported by slides. For better expressiveness, on the students' tablet, we installed an interactive application, to test knowledge, which is designed as a game, the exercises must be performed independently. The student will immediately be able to check their questions and see explanations for errors.

The third stage: “What the book consists of”, which reveals the technical condition of the book, its elements, gives a full visual and theoretical design. An application with a picture of a book in the form of a slide on which the student can indicate the constituent books is installed on the students' tablet, the whole process takes a little time in the lesson, but significantly enlivens the learning process.

On the fourth stage, we installed a video in an accelerated mode, which clearly demonstrates the whole process of creating an illustration. Each stage has its own time limiter, thereby correcting the work of the teacher and its interactive equipment.

Fifth stage: "7 fabulous illustrators" introduces us to the work of famous book graphics. The task is filled with slides of famous illustrations that students can independently turn over and stop their view on the most interesting work.

The sixth stage is in the form of the implementation of the main task in the lesson, where we predict the final result, set the goal and ways to achieve the most effective result. The students' slide shows a list of questions that students should answer. Thus, there is a thoughtful analysis of the work being done.

Conclusion. The presented lesson simplifies the work of the teacher in the lesson and increases the motivation of students. Informative material of the lesson immerses the student in the environment of a given topic. The whole learning process is built in the form of a game. The use of interactive lessons changes the horizons of learning and expands it. The lesson takes place in a different mode, in which absolutely everything works. Certainly, soon, the interactive lesson will completely replace the traditional one, and thanks to new technologies, the level of education will increase significantly.

Reference list:

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THE ROLE OF WATERCOLORS IN LEARNING STUDENTS OF ARTISTIC SPECIALTIES

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Watercolor painting is an important stage in the training of university students, which forms the creative qualities, professional abilities, artistic and imaginative thinking and world outlook. The technique of watercolor painting has its own specifics, which is manifested in the techniques, rules and methods of conducting pictorial work. Its development contributes to a more in-depth understanding of the foundations of artistic mastery.

The relevance of the topic is that watercolor painting is a basic subject for the development of professional abilities of students of artistic specialties, a part of creative activity, which is necessary for the perception of the surrounding world, artistic and imaginative thinking.

The purpose of the article is to study the role of watercolor painting in teaching art students.

Material and methods. The material of the research is the analysis of watercolor painting classes among students of 1-2 courses of the art-graphic