CLASSIFICATION OF EDUCATIONAL ELECTRONIC RESOURCE AND ELECTRONIC RESOURCE

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Abstract:*This article discusses the classification of educational electronic resource and electronic resource.*

Keywords: *network technologies, educational electronic resource, electronic resource*

Educational electronic publications and resources are multi-layered. On the one hand, according to the functions performed, they can be attributed to educational publications and, accordingly, the classification principles used for educational books can be used [1]. On the other hand, they belong to the category of electronic publications and the principles of classification of electronic publications can be applied to them [2]. On the third hand, according to the technology of creation, they are software products.

Electronic Resource (ER) is a collection of graphic, textual, digital, speech, music, video, photo and other information. In one electronic resource, information (or information and reference) sources, tools for creating and processing information, and control structures can be allocated.

An electronic resource can be executed on any electronic medium, as well as published on an electronic computer network. In this case, an educational electronic resource (ER) is an electronic resource containing systematized material on the relevant scientific and practical field of knowledge, providing creative and active mastering of knowledge, skills and abilities by students and students in this area. An educational electronic resource should be distinguished by a high level of execution and decoration, completeness of information, quality of methodological tools, quality of technical performance, clarity, logic and consistency of presentation. An educational electronic resource cannot be reduced to a paper version without losing didactic properties. It is obvious that this definition is fully consistent with the definition given in the introduction to the dissertation and necessary to describe its scientific apparatus.

EER significantly increase the efficiency of presentation of visual and audio information, information becomes brighter, more colorful, more dynamic. Modern multimedia technologies have huge opportunities in this regard. In addition, the use of EER in teaching radically changes the ways of forming visual and audio information. If the traditional visualization of learning implied the specificity of the object being studied, then when using computer technologies, it becomes possible to dynamically interpret the essential properties of not only certain real objects, but also scientific laws, theories, and concepts.

The introduction of EER into the educational process occurs in accordance with two main directions. EER, introduced according to the first direction, are included in the educational process as "supporting" means within the traditional methods of the historically established system of education. In this case, the EER act as a means of intensifying the educational process, individualizing learning and partially automating the routine work of teachers related to considering, monitoring and evaluating the knowledge of students.

The second direction of the implementation of the EER is a more complex process, leading to a change in the content of education, a revision of the methods and forms of organizing the educational process, and the construction of holistic courses based on the use of the EER in individual academic disciplines.

Currently, most of the EER entering the software market belongs to the first direction of informatization of education.

An essential feature of the EER is their interactivity, the presence of feedback. Feedback in the triad "teacher - EE - student" can be divided into two main types: external and internal.

Internal feedback is information that comes from the EER to the trainee in response to his actions during the exercise. Such a connection is intended for self-correction of educational activity by the trainee himself. Internal feedback enables the learner to make a conscious conclusion about the success or failure of the learning activity. It encourages the student to reflect, is an incentive for further action, helps to evaluate and correct the results of educational activities.

Internal feedback can be consultative and productive. Help, clarification, hint, push, etc. can act as advice. Effective feedback can also be different: from informing the trainee of information about the correctness of the solved problem to demonstrating the correct result or course of action.

External feedback information comes to the teacher conducting computerized training and is used by him to correct both the activity of the student and the mode of functioning of the EER.

The experience of using Educational Electronic Resources in the education system indicates that the practical use of EER in the educational process is pedagogically expedient due to the following main circumstances:

• Compared to traditional "paper" resources, electronic educational resources contain a much larger amount of information (including in audio, video or other form) which provides a new level of education quality;

• EERs are filled with content that can be most effectively assimilated only with the help of this information and telecommunication technology;

• each new OER allows teachers to achieve a sufficiently high relative efficiency of using telecommunications in the educational process. This means, for example, that the time of mastering the educational material, the formation of certain skills and abilities when using the new OER (without loss of quality) is less than using traditional teaching methods, and the level of assimilation of educational material is not lower than that achieved using traditional methods;

• the use of educational electronic resources ensures the achievement of educational goals and objectives of learning, and organically fits into the educational process.

An analysis of the existing practice of using the OER shows that the most active implementation of the OER is observed in the practical part of the lesson. This is due to the large volume of the teacher's routine work on the formation and verification of individual practical tasks, which creates the need for automation of such activities; as well as the fact that training is significantly individualized.

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