

THE IMPORTANCE OF ELECTRONIC LEARNING RESOURCES IN ORGANIZING AND CONDUCTING DISTANCE LESSONS.

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ABSTRACT: this article organizes distance education and gives students the opportunity to work independently on mastering the studied material. Taking into account the experience of students in the development of a distance lesson and using a modern type of ETR.

Key words: distance education, e-learning resources, information communication technologies, automated education.

The current rate of development of the educational process and technological possibilities encourage teachers to look for new ways of organizing and conducting the educational process. The educational process and its organization, educational institutions are obliged to read not only the requirements of the state educational standard within the framework of modern legislation, but also to have the opportunity to adapt to the special needs of students, for example, disabled children or children with disabilities. Electronic learning resources (ELRs) have been a great help in the work of teachers through distance education, both in schools and in other vocational training organizations. Based on the definition of the concept of "electronic educational resource", it can be concluded that information-technological development has deeply penetrated not only the daily life of a person, but also the learning process. Accordingly, nowadays it is customary to understand the components of the information-educational environment and the means of information-communication technologies on the basis of the educational process. E-learning resources are primarily aimed at implementation of the educational process using technological methods and forms of teaching, such as [1,2,3,4,5,6,7,8,9,10]: mobile education, distance education, mixed or networked education. That is, forms of education that include information and technical equipment and allow to eliminate a certain connection to the place of education. According to its structure and content, ETR is very diverse and voluminous. For example, ETR can be presented directly in the educational process as a whole block of educational or reference material or as a small part of information provided by a fragment of a graphic or illustration. The choice or content of the means is determined according to the purpose and expected result of the educational activity. Taking into account the features of the organization of the distance education process, it is necessary to create a clear idea of what the concept of distance education and distance education means, and to determine what features these concepts add to the process of organizing educational activities. Distance education (MT) is a set of information and technical tools that provide the delivery of the main part of the studied material to educational facilities, as well as interactive learning between students and teaching staff during the educational process. interactions, including giving students the opportunity to work independently on mastering the studied material, because in the traditional educational system, the lesson is the main basis of the entire educational system, and its components are the methods of work in which the educational process is carried out and determines the methods [11,12,13,14,15,16,17]. Accordingly, at the current stage of the development of the inclusiveness of information and technical means and the educational system, the lesson should be socially oriented, reflect the sum of the achievements of scientific and educational activities, and focus on the interests of the student and his future practical activities. A distance lesson is a form of organizing a distance lesson held within a certain period of time, in which the teacher conducts individual and group activities of students in order to master the basics of the

studied material, to educate and develop their creative abilities. directs the creation of the material. Distance learning conditions may vary depending on the mode of interaction between the teacher and students [18,19,20,21,22,23,24,25].

In an automated workplace, online and offline with one student at a time, in this case, the factor of place and time is not important, because all interactions are organized in a delayed mode. The functional possibilities of use in the process of distance education are largely determined by didactic features: interactivity, communication, the ability to present educational materials, i.e. visuality (text, graphics, animation, audio, video), multimedia, use of computer modeling to study learning objects, automation of various types of educational work. The use of a properly organized remote lesson in combination with special educational process management systems, as well as educational content management systems, allows the following tasks to be fully implemented: - organization of students' independent learning activities; - organization of individual educational support for the educational activities of each student by the teacher of the educational organization; - Organization of group educational activities using information and communication technologies; - Increasing the level of socialization of children through ICT. Network resources are a means of distance education, their didactic properties actively influence all components of the educational system (goals, content, methods and organizational forms of education) and help disabled children who need home education. allows defining and solving complex problems of pedagogy during the teaching process [26,27,28,29,30,31,32,33,34]. It is necessary to take into account the experience of students when developing a distance lesson. Therefore, educational and reference materials provided by teachers should be provided with all necessary explanations and instructions. There should be a hint area that allows the student to ask questions. Materials provided with systematic use of high-quality graphic files accompanied by animation, video or sound have been found to achieve a high level of assimilation (up to 65% assimilation for comparison: only 5-10% is absorbed during a typical explanation of the material) [35,36,37,38,39,40]. Educational tools and educational process within the framework of distance lessons implemented through ETR integration include:

- 1) textbooks (electronic version of textbooks, study guides, references, etc.);
- 2) online tutorials;
- 3) computer training systems in conventional and multimedia versions;
- 4) audio, video educational materials;
- 5) remote laboratory practices;
- 6) use of remote database and knowledge base;
- 7) remote use of electronic libraries and others;

IN CONCLUSION

It can be said that the use of a modern type of ETR in the preparation and implementation of distance education for students. Thanks to ETR, new approaches and methods of teaching have been formed. This has a positive effect on the inclusion of children in the educational process, while integrated and inclusive education expands opportunities, first of all, for people with physical disabilities.

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