ELECTRONIC RESOURCES AND THEIR ROLE IN ORGANIZING STUDENTS' INDEPENDENT WORK

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Abstract

In modern conditions, obtaining additional professional information from Internet resources has become a universal and most widely used type of extracurricular activity. This article discusses the effective use of electronic resources when organizing independent work for students at a technical university.

Keywords

student's independent work, Internet resources, student's electronic portfolio, electronic resources.

Introduction:

Modern educational standards allocate a significant part of the teaching load to independent work of students. The problem of improving the content and forms of organizing students' independent work and increasing its effectiveness attracts the close attention of researchers. Independent work of students is no longer considered as a component of the learning process, contributing only to the consolidation of the material covered. It is understood as one of the most important forms of student activity, which is the basis for developing skills in searching, evaluating, and selecting information, and the basis for research activities. In other words, independent work acquires the role of the main means of individualizing education, the basis for the student's mastery of sociocultural competencies, reflecting the ability to quickly acquire knowledge [30].

However, an increase in the amount of independent work of students often entails a loss of its quality. Existing teaching aids for organizing students' independent work mainly include a theoretical block and a list of questions and tasks for self-control. At the same time, little attention is paid to the formation of students' cognitive activity, training the skills of searching and selecting reliable information, developing the skills to compare, analyze, and draw conclusions. There is absolutely no possibility of consultation with the teacher and teamwork.

One of the most effective ways to solve this problem in the educational environment of a technical university, in our opinion, can be the active use of electronic resources when organizing students' independent work.

The creation of a virtual learning environment, the elemental composition of which is formed from electronic resources, provides great opportunities for the full-fledged independent activity of each student [29]:various sources of information; quick and convenient movement through the array of theoretical, reference and illustrative material; creating conditions for independently choosing the level of difficulty of tasks; ability to study information at a comfortable pace and work through complex issues several times; research of objects, phenomena, processes in an interactive mode; the ability to correct one's own actions using feedback mechanisms; etc.

Main part:

Today, teachers have ample opportunities to use licensed electronic resources in the educational process. However, ready-made electronic educational products available on educational portals are aimed at the level of primary and secondary (general and vocational) education. Therefore, when teaching students of technical universities, we consider it advisable to use such Internet resources as:

☐ search engines and directories;

☐ thematic sites and portals within the framework of the material being studied;

☐ personal websites (pages) of teachers;

☐ email services;

☐ web forums;

☐ student blogs;

☐ student business card websites;

☐ cloud services;

☐ wiki technologies;

☐ social media.

In modern conditions, obtaining additional professional information from Internet resources has become a universal and most widely used type of extracurricular activity. Students are invited to find a solution to the problem on thematic sites and portals within the framework of the material being studied, using search engines and catalogs [1,174]. It is obvious that by performing such work, the student learns not only to obtain information, but also to select reliable, useful and relevant information. Let us note that independent search and selection of material leads to the student's comprehension of it, and this greatly facilitates the

memorization process. Thus, the use of this type of independent activity of students helps to replenish and systematize their knowledge within the framework of the specialty they are receiving.

At the same time, remote work of students on the global network is not always effective. This is due to the main difference between students' independent activities and classroom activities – the lack of constant control on the part of the teacher and the ability to provide timely assistance and set the right direction for activities. Therefore, the teacher needs to find alternative options for advising students on independent work.

Modern network technologies provide a wide range of opportunities for organizing remote collaboration between students and their teachers. First of all, we are talking about business correspondence between students and teachers through electronic mail services (e-mail). Of course, this type of communication requires compliance with certain norms and ethics of electronic corporate correspondence. The teacher is obliged to strictly follow these standards and monitor how well students adhere to them. Thus, regularly advising students via email will help them learn the rules of business communication.

A teacher can achieve greater efficiency from email correspondence with students if he adds a feedback form to his personal page or website. As a result, there is no need to record the teacher's email in order to ask a question or send him a completed assignment; the student will only need to go to the teacher's page and send a letter through the form. In this case, the message will be automatically sent to the teacher's email, and the response will be sent to the student's email. Rules for business email correspondence should also be placed on the page containing the feedback form to speed up the process of students remembering them.

However, email is not the only service for organizing communication on the Internet. In addition to teachers, specialists in this field can become student consultants on issues of professional orientation. For communication between people united by common interests, web forums on various topics are created on the global network. There are many professional forums, the essence of which is the exchange of knowledge, skills, and experience. Issues discussed on the forum are grouped into topics, sections and categories, which allows you to quickly find a solution to the problem. If the topic has not yet been raised, the participant can create it and ask his question. Work on the forum follows certain rules, compliance with which is monitored by the site administrator [13,405].

Thus, a student, having registered on a professional web forum, will be able to discuss with specialists problematic or controversial issues that arise in the process

of performing independent work in special disciplines. The teacher's task is to select sites and recommend them for use to students (a list of suitable forums can be posted on the teacher's web page).

In addition, corporate communication skills are also developed as a result of students' interpersonal communication. In the last decade, social networks have proven to be the most popular means of communication among young people. On the V Kontakte network, modern students discuss all aspects of their lives, including education. The social networking service allows you to create closed virtual groups for members of a specific community. Participants in such a virtual team not only share news, photographs, and videos, but also conduct discussions on issues of performing independent work, exchange educational materials and their own experiences [21,912]. It should be noted that communication on social networks between students is carried out in a free form and does not require adherence to strict rules, however, the topic of conversations automatically transfers it to a more formal level.

A student's extracurricular activities may be closely related to the creation and design of their own websites. We are talking about creating a student's portfolio. In recent years, creating a portfolio as a form of independent work for students has been widely used in the educational environment of the university. It is obvious that in the context of computerization of education, the electronic version of the portfolio successfully replaces the paper version [25].

We will understand the student's electronic portfolio as a collection of the student's creative, design, and research works and the results of his participation in scientific conferences, competitions, olympiads, additional courses, various kinds of practices, as well as sports and other achievements [13,408].

The most successful form of presenting a student's electronic portfolio can be a business card website. Firstly, website creation technologies allow you to organize convenient and quick access to portfolio content using the hierarchical structure of the site menu. Secondly, posting web pages on the global Internet eliminates the linking of materials to a specific electronic medium and allows you to access the portfolio from any computer with Internet access.To create a business card website containing a student's electronic portfolio, at the present stage of development of Internet technologies, knowledge of hypertext markup languages is not a fundamental condition [12, 1790]. There are many online website builders with an accessible, intuitive interface, such as Ucoz.ru, Jimdo.com, Okis.ru, etc.

An alternative form of creating an electronic portfolio can be a blog, in which a student can post current entries about his future profession, share impressions of

his internship, supplement them with photographs, talk about successes in his studies and creativity, and give advice on writing coursework and dissertations. To blog, students should just register on one of the services, for example: livejournal.com, Blogger.com, blogs.privet.ru, WordPress.com, and then add messages. Blogs are interesting because other users can read them, leave their comments, and even share them with friends if they liked the post.

In our opinion, maintaining student blogs in their specialty and websites with portfolios contributes to professional self-realization and self-improvement of students.

Currently, in the higher education system, this type of independent work, such as the creation of student projects, is widely used. Students involved in project activities form working groups, distribute roles within these groups and create a common final product. In this case, everyone does their part of the work under the supervision of the teacher. Teachers who study the use of the project method in education [26, 14] believe that the effectiveness of developing communication skills increases in the process of students' joint activities with each other and with teachers. Adhering to this approach, we consider students' project activities as one of the most important means of developing their communication and professional skills.

Conclusion:

It is obvious that the types of independent work of students that become available to the teacher when using the electronic resources discussed above help to increase students' motivation, their cognitive activity, self-improvement, development of business communication skills and, as a result, increase the level of professional training of students at the technical university.

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