EDUCATIONAL INTERNET RESOURCES AND THEIR USE IN THE LEARNING PROCESS

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Abstract: It is based on a pedagogical scenario that has a methodological sequence of pedagogical methods and technologies to achieve the educational goal. The structure of the placement of educational material is carried out in accordance with the pedagogical scenario and serves to improve the quality of education.

Keywords: Education server, Web-server e-learning materials, structure of e-learning materials database, structure of e-learning materials database, educational Internet resources, educational Internet resources

There are wide opportunities in our country. These include distance learning, Internet access, e-textbooks, e-learning aids, and more.
Features of providing EOK on the Education Web server. If the e-learning course was originally designed for stand-alone use on a separate computer, special processing is required to host it on a dedicated network server (local or Internet). Except for courses that were previously intended for universal use and are based on hypertext technology. Nowadays, such an approach is widespread, so the features of providing an e-learning course on an educational Web server are not only with the course itself, but also with general principles for organizing information and interaction with students on a given server. also related to.
Looking at the work of educational servers on the Internet, it can be seen that at present there is no single approach and standards for the provision of educational materials and the organization of interaction with students. The level of security of the proposed information courses, from the limited use of passwords only for a narrow range of students of a given educational institution, to the full provision of educational materials, scientific articles, etc. in the open mode. oscillates in the range.
In the education system, telecommunication centers are being established at the regional and All-Russian levels, from schools to universities. In this regard, the development of the technology of creating an educational server on the global network of the Internet and the scientific and methodological basis as a basis for a spatially distributed education system is becoming increasingly relevant. Russian universities are working in the following areas.
• Various educational-methodical, demonstration and review materials are provided on the specialized educational Web-server of the university and on the servers of separate departments.
• An information-educational environment will be formed on the basis of regional education Web-servers, the content of which will be supplemented by the joint efforts of teachers from different educational institutions.
• As part of the All-Russian Virtual Education Space Program, regional centers of the Russian Virtual University will be established on the ground. Information about e-learning resources available at other universities, including those participating in the program, will be available to all interested teachers and students via the Internet. All regional centers use a single shell to access educational resources. The only limitation for them is that they are formalized using hypertext technology.
The concept of an educational Web server. Both educators and students can play a major role in addressing many of the issues in creating a distributed education system in space.
Two main directions can be identified as priorities for the formation and development of an information support complex for a virtual learning center based on the Web-server of education.
The first direction is the information-administrative Web-site located on the server of the educational institution and providing information support of administrative, educational-methodical, research activity of the virtual training center. design Such sites are of independent importance and cannot be replaced by official Web pages, as their structure should be determined by the nature of the activities of the virtual training center. It can be distance learning, creative projects, or networking competitions. Accordingly, for each of these areas,

a separate approach to the organization of this on the basis of the site is required. In particular, the educator can plan the use of information resources, consider the management and monitoring of the learning or creative process, using information collected on the server in a database of students. The project is carried out programmatically by specialists (in higher education institutions, these are employees of information technology centers or other similar structures). Of course, the creation of such sites can be done in a step-by-step, bottom-up technology - from a simple enrollment of students to the full administrative management of the entire activities of the virtual learning center.

The essence of the second direction is in the preparation of various e-learning materials to fill the content of the educational server. The main role in this work, of course, belongs to educators, but it also opens a wide field of activity for students. This could be, for example, the preparation of Web pages containing review materials, annotated catalogs with lists of the most valuable sources of information (Internet links) in a particular subject, the formation of databases in modeling software.

The use of hypertext technology makes it easy to modify and expand the entire system, constantly improving the ability of both educators and students to work with information.

The use of hypertext technology automatically puts all developments into a single standard framework, but for complex performance of OAT software, it is usually necessary to ensure the formation of a single information space and, in itself, students, learning a standard program - a shell - is created or involved, which represents a problem-oriented information environment that can be used operatively by educators and administration of the country. The introduction of such shells (VLE, Net-school, etc.) is carried out with the direct participation of educators.

At the stage of using the experience, educators explore their capabilities to organize the educational process, giving their suggestions to the developers. Unfortunately, there is no single standard for such software. Distance learning and open learning programs (both at home and abroad) are developing their own software, taking into account the specifics of their activities to maintain the information environment.

In addition, due to the lack of standardized software, educational institutions have to purchase or develop software designed to support communication technologies. These include tools for organizing the use and work with teaching materials on the local network and the Internet; educational programs, manuals, assignments, etc. networking, testing, and organization.

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