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CONTRADICTIONS OF THE USE OF ELECTRONIC EDUCATIONAL RESOURCES IN HIGHER EDUCATION

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ABSTRACT

The article presents the main implementation aspects of electronic educational resources in higher education. Are the main advantages of e-learning courses which include: interactivity, a variety of formats for information, self-study activation, learning in real time, ease of access the resource and, finally, the ability to build individual educational trajectory. It is emphasized that an independent analysis of the information, search engines and software skills, remote execution of tasks make learning adequate to the modern requirements. The article notes that, ideally, the most important achievement of e-learning might be the formation of a new paradigm of education based on independent creative research; might be fostering a new generation of purposeful and persevering professionals adapted to the modern information community. However, the study revealed a contradiction between the real results and the ideal conception. E-learning experience in higher education has shown that the electronic designs are not a panacea. The problem of enhancing the own creative search and development of new competencies and professional growth remains open. Some students perceive an electronic course as the extra aggravating element in the educational process. But new technologies offer opportunities for misappropriation of information products, of plagiarism and cheating. As a result, e-learning becomes a brake on student development. It is concluded that e-learning, despite its advantages, currently has a number of shortcomings and still cannot talk about quality education. The output at this stage of development is seen in the combination of digital technologies with traditional learning, personal contact between teacher and student, real communication and help in the formation and development of the student.

INTRODUCTION

The relevance of research: Modern development of education is impossible without wide use of Internet networking. Electronic educational resource is a new technology and learning method in modern conditions. This is one tool that significantly increases the interest and motivation of students and quality of education. It is proved that using the e-course improves academic performance and satisfaction of students [1].

Electronic Educational Resource (EER) is an educational resource presented in digital form on the website of the educational institution. It gives the opportunity of distance learning, provides communication and exchange of information, reduces methodical work, and, ultimately, contributes to better learning. Online resource generates new competences necessary for a specialist in the modern information space.

E-learning resources sometimes identified with open educational resources (OER) – educational contents used in the public domain. In order to avoid confusion, in this article EER is an author's development of the teacher (or teachers) created specifically for auditorium, distance (or combined) training in higher educational.

The degree of knowledge of the problem: Various aspects of the use of electronic digital learning tools and readiness of students and teachers for their use were considered in the works of Russian scientists and teachers. These professionals made a great contribution to the study of e-learning implementation problems in Universities. However, it is still soon to talk about the need for a universal transition to e-learning. Teaching experience using e-learning resources has reflected a number of negative consequences of such training. The subject of research includes problems of introduction and implementation of e-learning in higher education.

The purpose of research: based on the generalization of pedagogical experience of using electronic educational resources in higher education, to reveal the contradictory nature of e-learning and to identify ways to minimize its negative impacts.

MATERIALS AND METHODS

The research methods used are: analysis, synthesis, comparison, observation, survey. Theoretical, methodological and practical basis of the study was the work of leading Russian and foreign scientists in the field of e-learning and extensive practical teaching experience in Universities, including by means of electronic educational resources. The paper used materials of specialized publications, scientific and statistical studies, regulations for the creation and implementation of electronic educational resources.

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RESULTS AND DISCUSSION

The role of the EER in the modern educational process

At this time, the education system is going through a real revolution. With the advent of banks of ready essays, term papers and examinations, the need to do something on their own eliminated. In most cases the "job" of a student is to search for finished course of the project, and, at best, to edit it a little. Testing preparation also was transformed from a conscientious study and analysis of sources in persistent search the answers online.

As a result, the current quality of specialists training does not meet modern requirements; graduates do not have professional competences based on creative, multi-level analysis and design. The level of motivation for independent professional activity is present only in a small number of students.

One of the solutions to urgent problems can become widespread introduction of electronic educational resources, which should affect the learning quality and necessary skills developing. This conclusion was influenced by the following circumstances.

The formation of a mature personality is dependent on the conditions in which it exists. It is necessary to immerse a person in an environment in which knowledge must be obtained independently [2]. The conditions of modern educational space and the development of electronic educational resources highly contribute to these motives. New opportunities made life and learning more interesting and exciting. Innovations and acceleration the pace of life increase the desire of students to develop and educate themselves and, in General, contribute to the growth of vocational training.

Federal state standard of higher professional education pays great attention to e-learning. A modern informational environment implies a high level of information culture graduates. Information culture is a complex of knowledge, skills and reflective attitudes in interaction with the information environment. Some authors consider the formation of information culture the main advantage of electronic educational resources [3].

However, the introduction of the EER still does not change the fundamental principle of our education system. The key value of education must be improvement and personal development based on self-learning, communication skills and information literacy [3]. The implementation of this goal is one of the main functions of modern education.

Problems of implementation and using of e-learning resources in higher education

The electronic educational resource is only a learning tool; its use should not become an end in itself. The widespread and system-less use of the EER entails: information overload; a decrease in the perception and assimilation; the additional cognitive load [4, 5].

The other sides of the problem are: technical aspects; access problems; copyright problems; information competence of teachers, etc. [6-9].

Next, a new product must necessarily correspond with the educational standards of the University, to be integrated into the overall concept, enhance his prestige. E-course should focus on a specific professional activity based on the needs of the labour market and the scientific community.

Generally, training and evaluation with machines usually are focused on the transmission and control of learning, although the primary purpose of education should be qualification. Inherent in the process of learning the ways of development and information management should ensure that future specialist support in solving any production, economic and social problems. Consequently, the e-learning should be part of the common system of achieving personal goals of the individual.

The change in the positions of teacher and student in the process of using the e-learning course

The most important achievement of EER is the changing roles of the teacher and the learner. The emphasis here is on the organization of active cognitive activity of the learners.

So, the teacher becomes not only a source of knowledge. He allows to use the opportunities that would be unavailable in a conventional classroom. Specificity of activity of the teacher in the new environment acquires two important characteristics: 1) the teacher is no longer the only source of information [10]; 2) the teacher only helps to organize the search and selection, analysis and interpretation of information in accordance with specified criteria; he becomes a mediator between the student and the source of information.

In General, the use of EER in the educational process involves rethinking the role of the teacher, who becomes more a facilitator of learning than a direct source of knowledge.

The role of the student in the process of e-course implementation is also changed: 1) the student is no longer a passive participant of the learning process; 2) he determines the purpose and learning objectives, procedure, learning, pace and time of assignments, required material, etc. [10].

Eventually the student becomes an active participant in designing his individual trajectory of development of educational material [11] and, as a consequence, his individual educational route.

Comparing the benefits and problems of using e-learning resources in the modern educational process, as well as defining the new role of the teacher and the students, we can draw the following conclusions.

Ideally, the final product of the new learning platform should be a new generation of professionals, purposeful and persistent, adapted to the modern information society. Having additional innovative qualities, unlike traditional learning, electronic format greatly increases the creative and independent components of the educational activity of the student. Electronic resources favor the development of information competencies, and, ultimately, contribute to improving the information culture and the professional competitiveness of graduates in the labor market.

However, the practice shows divergence of actual results with the ideal conception. Thus, the problem of enhancing the own creative search and development of new competences and professional growth of students whose desire to learn was low in a traditional course, remains open [12, 13]. Some students refer to the EER as a redundant burdening in training process, the part of them still does not have technical possibility to use the electronic resource; some say too much complexity and congestion of the information.

Another negative manifestation of the modern education system is the persistent belief that any job can be downloaded and/or bought with money. It seems that the electronic resource is pushing students to these illegal activities. Most of tasks can be done by copy-paste. And the falsification on the commercial specialties, directions and profiles of education has become the norm now. Such graduates are weak specialists, despite the high assessments in the diplomas. Often they are not able to solve the basic production and economic tasks, while having the diploma with honors. Also plagiarism is firmly entrenched in the education system and became a natural part of the learning process. There are virtually no serious disciplinary actions for plagiarism and fraudulent attempts to circumvent it.

As a result, the Internet technology instead of developing new educational paradigm becomes the factor braking development of the student.

CONCLUSIONS

1. Thus, in conditions of global information society e-learning resources become an integral part of the learning process. E-learning has intrinsic advantages over traditional training. It saves time, reduces methodical work, facilitates interactive training, enhances the importance of independent work. E-course increases motivation, without which the development is not possible. It forms a new generation of specialists, has an active influence on the information space. Electronic educational resource is a modern and accessible way of learning and communication. This is an indicator of progressiveness and prestige of the University, the need for the formation and development of information society.
2. The implementation of electronic educational resource in the educational activities of the University fraught with difficulties: technical conditions; psychological overload; lack of qualified teaching personnel; copyright; coordination of resource with educational standards of the University, etc.
3. Using the e-resource changes the role of the teacher and students. It shifts the focus from presenting material to the interaction. In addition, the teacher becomes more a facilitator of independent student learning than the source of knowledge; the student ceases to be a passive participant of the learning process, he forms one's own educational trajectory.
4. However, despite the many advantages of EER over traditional learning, the main problem of modern education is not removed: the development of own creative potential of students with weak motivation to study. The use of the EER (for these students) only created opportunities for cheating and forgery. The exams, coursework, tests in electronic form leave a wide scope for fraud. The result of such training – the destruction of personality, improper formation of moral and values, low quality of graduates' knowledge.
5. To reduce the negative impact of e-learning to the quality of education it should combine remote technologies with personal contact of the teacher and the student. The electronic educational resource should be used as an additional form of combined training. Then the goal of the teacher will become a harmonious combination of material supplied in electronic and traditional form. If combination is impossible, the regular material update and constant feedback will help. Consequently, the effectiveness of the e-learning and the improvement of graduates' preparation quality depend on the teacher's competence in the field of information technology.
6. Thus, e-learning, despite its advantages, currently has a number of shortcomings and still does not allow talk about quality education. The output at this stage is seen in the combination of digital technologies with traditional learning and the personal contact of the teacher and the

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student. Real communication can help in the formation and development of the student. A combination of traditional and e-learning is the path to the formation of a holistic educational trajectory of student development.

CONFLICT OF INTEREST
There is no conflict of interest.

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