

APPLICATION OF AN ELECTRONIC EDUCATIONAL RESOURCE IN THE ACADEMIC DISCIPLINE THEORY OF ELECTRICAL CIRCUITS IN ELECTRONIC LEARNING SYSTEMS BSUIR FOR TRAINING PERSONS WITH DISABILITIES

Batyukov S.V., Ivanitskaya N.A.

Belarusian State University of Informatics and Radioelectronics, Minsk, Republic of Belarus

batiukov@bsuir.by, ivanitskaya@bsuir.by

The application of the E-Learning resource on the discipline Electrical Circuit Theory. Advantages of video lectures are shown and problems of distance learning by means of a video course are designated.

Keywords: video lectures; individual practical work; test; distance learning.

Over the past decade, the popularity of distance learning has grown: the development of information technology makes it possible to receive an education remotely, regardless of location, as well as features and working hours.

BSUIR creates full-fledged conditions for education students with disabilities. In order to develop and improve the BSUIR distance learning system at the Faculty of Innovative Continuing Education, the authors of the course and faculty staff developed and implemented an electronic educational resource on the academic discipline Theory of Electrical Circuits, which was included in the BSUIR e-learning system of the Moodle platform.

The main tasks that faced the developers of the course:

create a modular resource structure;

to ensure the control of the educational process.

The structural scheme of the course consists of an educational and methodological block divided into thematic modules.

Each module of the electronic resource of the discipline includes:

video lectures;

individual practical work;

control works;

additional information materials;

test.

The content of the thematic modules has been developed in accordance with the curriculum of the Theory of Electrical Circuits discipline. The test block provides a control intermediate certification in the discipline. The transition from one thematic module to another is possible only after successfully passing the intermediate test.

The course of video lectures is designed for more efficient and popular use of educational services, as well as improving the quality of education (Fig.1).

Videos for each topic of the Theory of Electrical Circuits program take from three to ten minutes. This is the optimal time to maintain the student's concentration, which allows the student to focus on studying a specific issue, better assimilate the material, and, if necessary, re-examine it.

The advantages of video lectures include:

the opportunity at any time to educated information that upon initial examination had not been fully absorbed;

illustrative material, as selected formulas, graphs, and drawings appear on the screen with the help of animation makes the contents of the lecture dynamic and memorable;

eliminate psychological barriers to learning by creating the effect of individual contact between the teacher and the student.



Fig.1

The test tasks correspond to the content of lecture materials and additional information resources. The intermediate and final testing by students allows to a certain extent to evaluate the student's work in the study of an academic discipline, as well as the degree of mastering of educational material. However, it is possible to fully evaluate a student only with the final attestation of a student conducted in the form of a test or exam.

Thus, university e-learning education enables people who, due to family or health reasons, are unable to attend classes, to continue their studies.

Literature

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ПРИМЕНЕНИЕ ЭЛЕКТРОННОГО ОБРАЗОВАТЕЛЬНОГО РЕСУРСА В АКАДЕМИЧЕСКОЙ ДИСЦИПЛИНЕ «ТЕОРИЯ ЭЛЕКТРИЧЕСКИХ ЦЕПЕЙ» В СИСТЕМЕ ДИСТАНЦИОННОГО ОБУЧЕНИЯ БГУИР ДЛЯ ЛИЦ С ОГРАНИЧЕННЫМИ ВОЗМОЖНОСТЯМИ

Батюков С.В., Иваницкая Н.А.

*Белорусский государственный университет информатики и радиоэлектроники,
г. Минск, Республика Беларусь*

Применение электронного обучения по дисциплине «Теория электрических цепей». Показаны преимущества видеолекций и обозначены задачи дистанционного обучения с помощью видеокурса.

Ключевые слова: видеолекции; индивидуальная практическая работа; тест; дистанционное обучение.