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#### THE USE OF ELECTRONIC EDUCATIONAL RESOURCES IN THE PROCESS OF TEACHING THE HISTORY OF 1920–1930

**Annotation.** *The integration of digitized educational resources in the teaching of history has led to transformational changes in the teaching and learning of historical events. Electronic educational resources, which include a whole complex of teaching materials, allow to vary the forms of teaching and contribute to the improvement of the quality of education. This article examines the significance of e-learning resources in teaching the historical events of the 1920s and 1930s, exploring their impact on student engagement and pedagogical approaches. The aim of this study is to identify the benefits and challenges of using digital tools and resources in the teaching of the historical events of the 1920's and 1930's. The main focus of this scientific research is the development and application of methods of teaching with the help of electronic educational resources.*

*In order to assess the influence of e-learning resources on the learning process, a comprehensive investigation was undertaken involving a cohort of 30 students. The primary aim of this study was to gauge the extent of student engagement and to procure a comprehensive evaluation of the efficacy of incorporating such resources into pedagogical strategies. The findings obtained through this research bear significant practical relevance, serving as valuable insights for the development of methodological guidelines on the integration of digital educational resources. Furthermore, these research outcomes offer substantial input for the creation of novel electronic educational materials, particularly those tailored for remote and distance learning applications.*

**Keywords:** *Electronic Educational Resources, History Teaching Methodology, Distance Learning, Educational Process Planning, New Pedagogical Approaches, Involvement in the Learning Process.*

#### **Introduction**

The terminology 'e-learning resources' was coined relatively recently in 1999. This phrase's inception led to the emergence of alternative descriptors like 'online learning' and 'virtual learning' as the quest for a precise characterization of the e-learning landscape took

root. However, the foundational concepts that underpin e-learning resources have roots that stretch far back into history. There's evidence to suggest that the rudimentary forms of e-learning had already sprouted as early as the 19th century. It wasn't until the late 20th century, with the advent of computers and the Internet, that the means and methods of e-learning experienced a remarkable expansion. A pivotal technological breakthrough in the 1980s paved the way for individuals to have personal computers, which significantly eased access to educational content and the development of skills. Subsequently, during the ensuing decade, the true blossoming of virtual learning environments began, as people gained access to a wealth of information on the Internet and an array of e-learning prospects [1].

As the early 1990s dawned, a number of educational institutions had established online courses, capitalizing on the Internet's potential to make education accessible to those hindered by geographical or time constraints. The march of technological progress also assisted educational institutions in reducing the costs associated with distance learning, resulting in cost savings that could be passed on to students. This move expanded the reach of education to a broader and more diverse audience. Learning management systems (LMS) became commonplace in the late 1990s, simplifying the sharing of educational materials, assessment of progress, and communication between instructors and learners. While some universities opted to develop proprietary systems, most embraced off-the-shelf solutions from the market [1].

Numerous scholars propose that e-learning features multiple tiers of systemic implementation, necessitating solutions to be addressed across multiple organizational strata. For some researchers, a straightforward approach to e-learning involves transferring select educational content, learning tasks, and supplementary resources to cloud services accessible via mobile platforms or servers. This approach streamlines the instructor's workflow, extends learning opportunities, and realizes the concept of 'Learning Anytime, Anywhere,' which aligns with the demands of 21st-century skills [2].

Lau astutely notes that initially, many textbooks in various disciplines encompassed a substantial share of multimedia content, including educational audio, video, photographic materials, and electronic versions of texts and textbooks, alongside sets of exercises in digital formats mirroring their printed counterparts. Due to the widespread adoption of e-learning, an increasing number of textbooks are now exclusively created in digital formats, readily accessible on the Internet. This transformation eliminates the necessity for physical printing, curtails publishing costs and preparations, and eradicates the risk of obsolescence, thereby bridging the gap between the pace of knowledge evolution and learning materials [3].

The relevance of this paper stems from the fact that e-learning resources play a major role in the modern learning process as they increase engagement, provide accessibility

and flexibility, provide personalized learning experiences and prepare students for the digital age. They facilitate the development of essential skills and effective learning in an ever-changing educational landscape.

### **Materials and methods**

In recent years, e-learning resources have received much attention as they have become an integral component of modern pedagogical approaches. Researchers from various disciplines are studying the impact of these resources on teaching and learning.

In his seminal work *Towards a Theory of Online Learning*, T. Anderson examines the theory and practice of online learning, a field heavily dependent on e-learning resources. He explores the concept of «transactional distance» and how technology-mediated interaction affects the learning process. Anderson's work has been instrumental in laying the foundations for effective online education, emphasising the importance of clear communication and interactive resources [4]. The issue of accessibility in education has gained prominence. Berge, Z. L. noted that electronic resources can facilitate inclusive education by accommodating diverse learning needs. The use of electronic textbooks, for instance, can enable text-to-speech functionality for students with disabilities. [5]. Several studies have emphasized the need for a pedagogical shift when integrating electronic resources. Anderson, T. argued that a shift from traditional teacher-centered instruction to a more constructivist approach is essential. Electronic resources can empower students to take a more active role in their learning. [6]. Mark Prensky's article *Digital Natives – Digital Immigrants* explores the concept of «digital natives" – a generation of learners who have grown up with technology. He argues that educators need to adapt their teaching methods to suit the preferences and digital skills of these learners. Prensky's work emphasises the need to create e-learning resources that meet the needs of the «digital natives" generation [7].

George Siemens' work *Connectivism: A Theory of Learning in the Digital Age* has had a significant impact on the understanding of learning in the digital age. He introduces the concept of connectivism, which emphasizes the importance of networks, connections and electronic resources in the learning process. Siemens' theory has influenced the design and implementation of online and blended learning environments [8]. Hwang and Wu in their paper *Applications, Impacts and Trends of Mobile Learning* provide a comprehensive overview of mobile learning that relies heavily on e-learning resources. Their study examines the pedagogical applications, impact and emerging trends of mobile learning, shedding light on the transformative potential of mobile technology in education [9]. Diana G. Oblinger's *Boomers, Generation-X, and Millennials: Understanding New Students*, explores the changing generations of students and their expectations of technology in education. She describes how e-learning resources can be adapted to the

needs of different generations of students, providing valuable information for educators and institutions [10].

In the works by Lavina T.A. [11], Fandey V.A. [12], Ryabova O.V. [13], Robert I.V. [14] and others noted that the use of electronic educational resources, contributes to the implementation of information activity and information interaction on the basis of immediate feedback, interactive dialogue, automation of control of learning outcomes, implementation of information and methodological support of the educational process. The use of electronic educational resources also allows to provide a higher level of individualization of learning, changing the methods and forms of learning, to create conditions for the formation of practical skills and skills of independent work.

Scientists Nurgalieva G and Artykbayeva E presented in *E-learning as a condition for innovative development of the education system*, devoted to e-learning as a condition for innovative development of the education system. E-learning was named one of the key directions in the State Programme of Education Development of RK for 2011-2020. Since 2011 in 44 secondary and vocational educational institutions of the republic, a pilot project on introduction of e-learning systems has been realized. This article has shown that the important factors of e-learning are infrastructure, content and personnel [15]. The issues of development and use of electronic educational resources in teaching students and pupils are disclosed in the textbook of the same name, written by the authors Solnyshkova O., Temerbaeva J., Makarikhina I. This textbook reveals the concept of the term «electronic educational resources», which touches upon the topic of developing electronic educational resources for different levels of education, and also talks about the use of these resources in pedagogy [16].

At the same time, the research has not covered the issues of creating a set of electronic educational resources. These are necessary for the organization and the consistent implementation of the main stages of independent learning of students: presenting the structure of teaching and learning material on the course as thematic modules: providing interactive work with the teacher while receiving feedback. Consequently, the research problem is the discrepancy between the existing approaches to the development and use of electronic educational resources. In addition, it is necessary to develop theoretical approaches to organize the work of the educational institution step by step with the use of these learning tools.

Following a comprehensive review of both international and domestic sources, a methodological framework was meticulously curated for this research, fusing quantitative and qualitative analyses with the synthesis of extracted insights. The thematic scope of this investigation centers on the historical landscape of the 1920s and 1930s in the XXth century. This thematic selection stems from the recognition that humanities

subjects, particularly in the context of digital educational resources, demand an in-depth exploration.

According to the used methodology, this study employs a dual-phase assessment strategy, involving pre- and post-study evaluations, meticulously tailored to gauge the comprehension and assimilation of subject matter preceding the integration of electronic educational resources. Augmenting this quantitative approach is the deployment of interviews with learners, executed through a structured questionnaire designed to probe key aspects, including:

The utilization of e-learning resources in the educational process.

The frequency of e-learning resource utilization (ranging from daily to once a week, or 1-2 times per month).

Identification of the most compelling elements within e-learning resources.

Identification of the most practical components of e-learning resources.

An assessment, scored on a 10-point scale, of the feasibility of substituting traditional face-to-face instruction with remote distance learning.

The questionnaire's formulation is carefully crafted to comprehensively encompass all vital facets that define the dynamics of e-learning experiences.

### **Result**

E-Learning resources are relevant in the modern learning process because they increase engagement, provide accessibility and flexibility, provide personalized learning experiences and prepare learners for the digital age. They facilitate the development of essential skills and effective learning in an ever-changing educational landscape.

Trainees were introduced to several techniques for working with e-learning resources. Creating interactive timelines using digital tools or special timeline websites. learners can explore historical events, figures and happenings by clicking on specific points on the timeline to access multimedia materials, primary sources and additional information. A virtual tour of the museum was also piloted. Today, many museums offer online exhibits and virtual tours that allow learners to explore artifacts and historical context without leaving the classroom. Online primary source analysis has been proposed as an experiment: using online databases and archives to access primary sources such as letters, diaries, speeches and photographs relating to the period under study. Learners can analyze and interpret these sources to gain a first-hand understanding of historical events. Online quizzes and educational games have been used to assess and consolidate historical knowledge. EdTech Tools such as Kahoot and Quizlet allow teachers to create customized quizzes or flashcards on historical topics.

Before the introduction of e-Learning resources, a test task was conducted, where

the trainees were tested on their knowledge of the topic: out of 20 respondents, only 38% answered the test questions with a grade of «good» or «excellent».

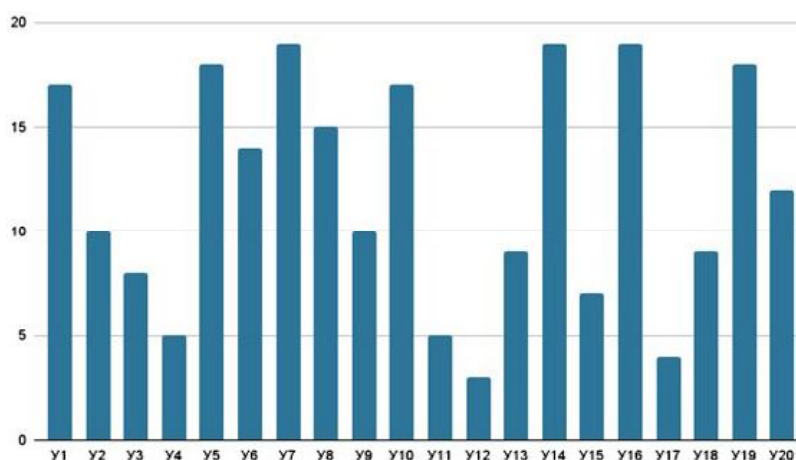


Figure 1 – Results of student entrance testing.

Problem-based learning helps to activate the thinking process of a student, this pupil shows creative thinking in solving the serious problems. When answering the question after the introductory lesson «Kazakhstan in the early 20th century» – «What are the causes and prerequisites for the establishment of Soviet power in Kazakhstan?» – not only develops students' critical thinking, but also encourages them to actively analyze sources, educational and scientific literature, in order to argue their point of view. A well-developed question presupposes the possibility of alternative answers. At the same time, pupils have to analyze information from the point of view of logic and apply the evidence.

Electronic resources played a pivotal role in conducting an in-depth analysis of a research article centered around the complex topic of collectivization. The outcomes of this analysis were subsequently shared with learners, fostering the enhancement of their reading literacy skills. In today's educational landscape, the cultivation of proficient reading capabilities transcends the mere act of decoding and comprehending text. When it comes to historical texts, this endeavor becomes even more intricate, as these sources are not merely words on a page; they are cultural artifacts embodying a specific temporal context.

As part of their engagement with scholarly articles, students encounter academic texts and associated assignments, purposefully designed to necessitate the deployment of multifaceted information processing strategies. This encompasses the abilities to analyze, synthesize, integrate, and interpret information, transforming reading into

a dynamic cognitive exercise. Moreover, proficient reading extends to the capacity to harness information from diverse subject domains, accompanied by the adept utilization of techniques for efficient data retrieval, organization, and filtration, especially in an era of information abundance.

The instructional approach entailed students immersing themselves in the entire lecture content after an initial exploration of the topic and lesson plan. The teacher, exercising pedagogical autonomy, established the sequential phases and conditions for students' engagement with the theoretical material. For instance, prior to delving into the theoretical lecture on the «New Economic Policy,» pupils were presented with a comparative table, elucidating the distinctions between the eras of war communism and the NEP. This strategy aimed to scaffold their comprehension and reinforce their grasp of complex historical concepts.

Historical events take place in both time and space. Students need to master the skills of spatial localization of historical events by working with a map to understand the course of the historical process. According to the proposed map at the lesson «Formation of the Kazakh ASSR. Transformation of KazASSR into KazSSR», pupils can use the map to clearly indicate the areas where the autonomy was created and which regions were included in it.

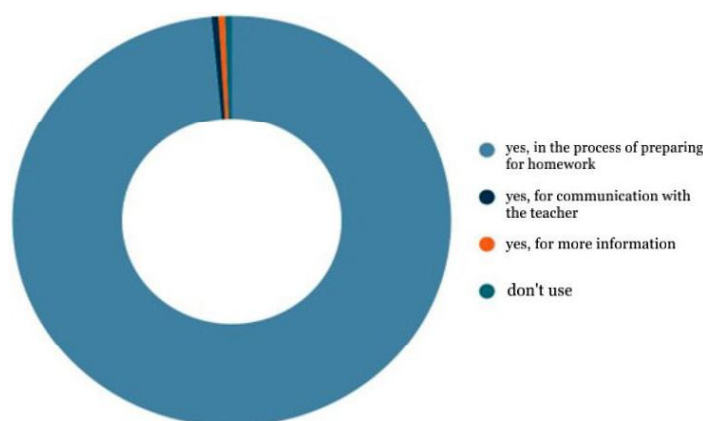


Figure 2 – Students' response to the questionnaire  
*Do you use electronic educational resources in the learning process?*

In response to the first question posed in the aforementioned questionnaire, it is noteworthy that 100% of respondents opted for the choice labeled 'Getting ready for classes.' This selection underscores the active engagement of students in the e-Learning resources during their educational journey. However, it also signifies a pronounced inclination towards utilizing resources primarily oriented to facilitate preparatory activities. On the

contrary, there appears to be a relative reluctance in harnessing resources that encompass supplementary course materials geared towards fostering autonomous learning.

When scrutinizing the frequency of resource utilization, 73% of respondents specified that they engage with electronic course materials on a weekly basis, a frequency that notably aligns with their class schedules (one class per week). A modest 5% of respondents indicated that they access these resources 1-2 times per month, while a more substantial 26% reported daily engagement.

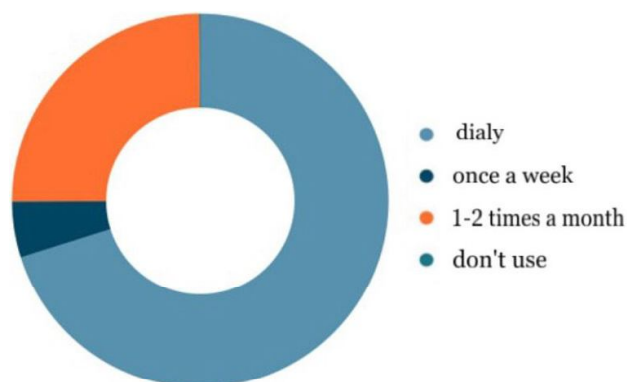


Figure 3 – Students' response to the survey question *What is the frequency of using EERs in your case (daily, once a week, 1–2 times a month, don't use)*.

The survey outcomes further dissect the respondents' preferences with regard to the types of e-Learning resources they find most captivating. The distribution is as follows:

- Working with video resources
- Assignments (tests, studies)
- Analyzing scientific articles
- Lecture texts

Yet, the scenario shifts when examining the resources that are actually employed most frequently. In this context, three resources take precedence:

- Lecture texts (58%)
- Assignments (tests) (62%)
- Working with video resources (71%)

Analyzing scientific articles, while initially considered interesting by some, occupies the least favored position, with only 29% of respondents actively utilizing it.

The survey findings illuminate a clear student preference for video-based formats, which captivate their interest and underscore the utility of information. Simultaneously, an acknowledgment of the benefits linked to engagement with lecture texts and assignments is evident.



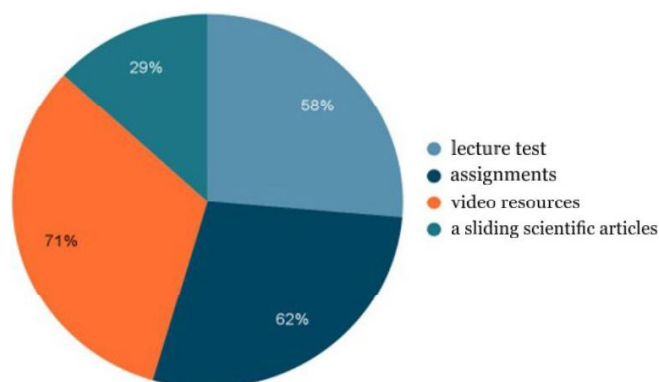


Figure 3 – Students' response to the survey question  
*What elements of e-learning resources do you find most useful?*

In response to the fifth question, a significant 57% of respondents assigned a rating of 5, signifying their belief in the equitable integration of classroom and distance learning, suggesting a balanced 50-50 ratio. On the contrary, 26% of students expressed a preference for classroom-based instruction to hold precedence, while the remaining 17% leaned towards prioritizing distance learning.

A holistic analysis of the questionnaire reinforces the observation that e-Learning resources are actively embraced by students as a preparatory tool. This dual engagement not only fuses practical and motivational dimensions of learning but also nurtures essential ICT (Information and Communication Technology) skills crucial for their future careers in pedagogy.

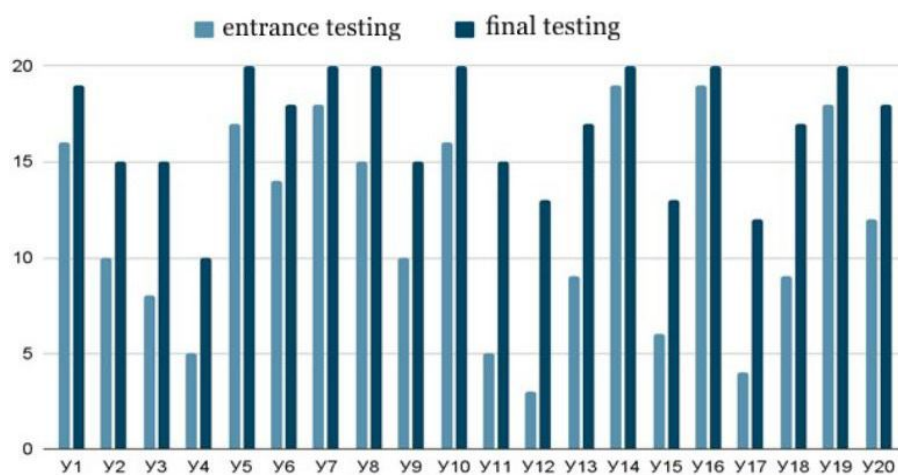


Figure 4 – Comparative graph of the results of entrance and final testing of students.

To compare the findings with the original understanding of the content, a concluding exam was administered. It was shown that using e-learning materials improved students' comprehension of the subject matter by 47%. Simultaneously, 83% of the students received a «good» or «excellent» rating on the final exam.

The quantitative data, which summarizes the outcomes, showed that historical knowledge had improved statistically significantly and that learners' opinions of e-learning materials were favorable. Qualitative research indicated that using e-resources boosted engagement and flexibility. It also indicated that methods to lessen distractions related to using digital technology in the learning process were necessary.

There are numerous important reasons why electronic learning tools should be included into current teaching methods. EER are utilized in the classroom to boost participation and interaction. Students are actively involved in the learning process through the use of electronic resources such as interactive simulations, learning games, and multimedia presentations. These materials offer dynamic and interactive learning opportunities that enhance student engagement and retention.

Since e-resources may be accessed remotely, a variety of learning styles can be accommodated and students can learn at their own speed, on their own time, and in their desired location. The two primary areas in today's changing environment where students may learn from anywhere in the world are accessibility and flexibility. With the use of electronic resources, teachers may customize education to meet the requirements of individual students, matching content to their skills, interests, and preferences.

E-resources offer multimedia elements such as videos, animations, infographics, and interactive quizzes, enhancing comprehension and accommodating various learning styles. Rich media content gives students a broad choice of topics, lessons and subjects to choose from. The internet provides access to extensive information and digital libraries, encouraging critical thinking and exposure to a variety of sources.

Proficiency in electronic resources equips students with the digital literacy needed in modern academia and the workforce. Many e-resources incorporate real-life examples and practical applications, helping students connect classroom concepts to the real world.

Online platforms often include self-assessment tools and instant feedback, allowing students to track their progress and improve their skills independently. This is a crucial factor for a student, who is highly engaged in his own learning plan, and wants to always have a teacher give them instant feedback or insight on their learning and task-mastering.

Electronic resources enable collaborative work among students, both in and out of the classroom, fostering teamwork and idea sharing.

However, the use of e-learning resources in history education also poses several challenges.

Educational inequalities emerge due to disparities in students' access to electronic devices and the internet in their homes. This digital divide underscores the stark contrast between learners who possess the necessary tools for remote learning and those who lack such access, thus creating an uneven educational playing field. Bridging this gap becomes paramount in ensuring that all students can harness the benefits of electronic resources for their academic growth.

Internet connectivity issues, one of the technical challenges associated with e-learning, can significantly disrupt the flow of lessons. The frustration stemming from these interruptions affects both teachers and students and can hamper the efficacy of the educational process. Schools must invest in robust technology infrastructure to mitigate these disruptions and provide a seamless e-learning experience.

There is a lot of information available in the broad digital realm, but not all of it can be trusted. As a result, instruction is needed to help pupils acquire the discernment needed to separate reliable sources from inaccurate or biased information. Digital literacy abilities are crucial in the age of information overload for sifting through the deluge of material on the internet and making wise decisions.

An important concern associated with over-reliance on e-resources without proper direction is that pupils' critical thinking abilities may deteriorate. With so much information easily accessible, students may be tempted to become passive data consumers in the lack of systematic direction, giving up the analytical and critical thinking abilities necessary for strong academic progress.

Electronic gadgets are great for learning, but they can be powerful distractions as well. These outside distractions have the potential to cause pupils to lose focus and become less engaged with the material they are learning. It may be difficult for teachers and students to strike a balance between using technology to enhance learning and reducing distractions.

Teachers who want to effectively integrate e-resources into their curricula must have the requisite training and experience. Currently, a large number of instructors lack the digital literacy and pedagogical expertise necessary to fully utilize these technologies. For this reason, training courses and professional development opportunities are essential in equipping educators to successfully traverse the e-learning terrain.

An over-reliance on digital tools has the potential to depersonalize the educational process and reduce the depth and caliber of teacher-student contact. Because digital learning environments are impersonal, it can be difficult for teachers and students to build meaningful relationships, which are frequently essential for encouraging motivation, engagement, and a deeper comprehension of the material. To guarantee a thorough and interesting learning experience, educators must tackle the problem of striking a balance between the advantages of e-resources and the requirement for customization.

To address these challenges, a thoughtful approach is required, including ensuring equal access to technology, teacher training, digital literacy skills development, and harmonizing technology with traditional teaching methods.

### **Conclusion**

Despite the types of e-Learning resources and their implementation in the learning process, a number of questions still remain: “What methods or learning styles does a student use effectively?”, “What categories of students prefer learning with the help of e-resources?”, “How do teachers preserve the traditional model of learning in the age of digitalization?” and many other.

Extensive experience in the utilization of integrated electronic educational resources within the educational landscape has revealed that they empower educators with the tools to implement innovative teaching methodologies, craft personalized courses, and elevate the technological dimension of history education. This progression is achieved without compromising the crucial attributes of reading comprehension, analytical aptitude, and cognitive competence.

Electronic resources, acting as versatile educational aides, offer the prospect of customizing the learning journey for each student. They also facilitate the infusion of system-activity principles into the pedagogical process, thereby heightening the autonomous facet of students' educational journeys.

Nonetheless, research findings underscore the existence of certain challenges in the development of e-learning programs. These challenges predominantly revolve around the struggle to instill sufficient motivation for self-directed learning and independent exploration of subject matter beyond what is deemed obligatory and requisite. Invariably, learners exhibit a distinct affinity for multimedia content, despite the recognized pedagogical value of textual resources. This creates a cognitive dissonance among the learners, necessitating further investigation.

The next logical step in research is to embark on a quest to devise methodologies for crafting e-learning curricula that generate ample motivation for autonomy and deliver learning content in a format most conducive to effective comprehension. In this context, the imperative of nurturing learners' cognitive literacy and fueling their drive to master text-based course material becomes conspicuously evident.

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### **20–30 жылдардың XX ғасырдың тарихын оқыту процесінде электронды оқу ресурстарды қолдану**

**Аннотация.** Тарих оқытуына электронды оқу ресурстарын интеграциялау тарихтың оқу және үйрену процесінде айқын күзгі түрде өзгерістерге себеп болды. Электронды оқу ресурстары, оқу материалдарының барлық комплексінің қатарында жатады, оқу тәсілдерін бағаландыру және білім деңгейін арттыруға көмектеседі. Бұл мақала XX ғасырдың 20-30 жылдарының тарихын оқытуда электронды оқу ресурстарының маңыздылығын тексереді, оқушылардың қатысу деңгейін, тарихи түсінуін және педагогикалық қарым-қатынастарды зерттеу. Бұл зерттеулердің мақсаты XX ғасырдың 20-30 жылдарының тарихын оқыту процесінде сандық құралдар мен ресурстарды қолдануының қатарлылықтары мен шешімдіктерін анықтау. Бұл ғылыми зерттеулердің басым нысандары бар, олардың ішінде электронды оқу ресурстарын пайдалану арқылы XX ғасырдың 20-30 жылдарының тарихын оқыту әдістемеліктерін жасау және қолдану мақсаттарын анықтау. Оқушыларға сандық оқу ресурстарының оқуға қосылуын анықтау және олардың педагогикалық қолдауын анықтау үшін 30 оқушы арасында зерттеу жүргізілді. Бұл зерттеудің нәтижелері елдік оқу ресурстарының пайдалануы мен жаңа электронды оқу ресурстарын дайындау кезеңдерінде өздігінді пайдалануға болады.

**Кілтті сөздер:** электронды оқу ресурстары, тарих оқыту әдістемелігі, сандық оқу, білім беру процесін жоспарлау, жаңа педагогикалық әдістер, оқу процесіне қатысу.

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### **Использование электронных образовательных ресурсов в процессе преподавания истории 20-30 гг. XX в.**

**Аннотация.** Интеграция электронных образовательных ресурсов в преподавание истории привела к трансформационным изменениям в преподавании и изучении исторических событий. Электронные образовательные ресурсы, включающие в себя целый комплекс учебных материалов, позволяют варьировать формы обучения и способствуют повышению качества образования. В данной статье рассматривается значение электронных образовательных ресурсов в преподавании истории 20-30-х годов XX века, изучается их влияние на вовлеченность учащихся, историческое понимание и педагогические подходы. Цель данного исследования – определить преимущества и проблемы использования цифровых инструментов и ресурсов в процессе преподавания истории 20-30 гг. XX в.

Приоритетные направления данного научного исследования – разработка и применение методов обучения истории 20-30 гг. XX в. с помощью электронных образовательных ресурсов. Для определения влияния электронных образовательных ресурсов на обучение было проведено исследование среди 30 обучающихся, чтобы определить степень вовлеченности и получить оценку использования данного вида ресурсов в педагогической практике.

Результаты данного исследования могут быть использованы практически при создании методических рекомендаций по использованию электронных образовательных ресурсов, при создании новых электронных образовательных ресурсов, используемых при дистанционном обучении.

**Ключевые слова:** электронные образовательные ресурсы, методика обучения истории, дистанционное обучение, планирование образовательного процесса, новые педагогические подходы, вовлеченность в процесс обучения.