

## Basic Requirements For Educational Electronic Resource

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**Abstract:** *This article discusses the basic requirements for educational electronic resource.*

**Keywords:** *network technologies, educational electronic resource, electronic resource, basic requirements.*

The development of educational resources should be carried out taking into account the accepted agreements on a single terminology and criteria for structuring information, common design elements, a uniform methodology for use in the educational process, a single approach to user documentation of technical and methodological methods of working with a specific EER, a mandatory set of uniform services, format and principles inter-resource exchange of information, format and principles of use of common information resources, a uniform system of information navigation and other agreements.

A significant factor in the unification of disparate educational resources can be the presentation of a single set of quality requirements for them and the implementation of a single, maximally universal system of approbation and examination. In this case, such resources used in various areas of educational activity will ideally be uniform and in the sense of their compliance with the unified psychological-pedagogical, technical-technological and design-ergonomic requirements, the mastery of which should be included in the system of training teachers in the field of informatization of education.

At the moment, the need for more and more use of EER in computer science in the educational process focuses much attention on the quality of the resources created, causing the need to develop quality assessment criteria.

Let us give approximate criteria by which the quality of resources is assessed. These criteria include:

- Content;
- Structure and navigation functions;
- Visual design;
- Functionality;
- Interactivity;
- General impression.

We will reveal the meaning of each criterion.

**Content.** Content is all the information presented on the resource. Information content should attract the attention of the student. The form of the content should be appropriate for the audience - the materials should be clear, concise and actionable.

**Structure and navigation features.** The structure and navigational functions characterize the organization of the information of the resource and the possibility of moving between its sections. Properly formed structure and navigation allow the learner to form a mental model of the information presented, to determine where the necessary information is located and what else can be expected.

Properly designed navigation makes it possible to quickly get to the right place and easily cover the content of the resource both in depth and in breadth.

**Design.** Design is a characteristic of the appearance of a resource. Graphic design should make a favorable impression on the student - the design should be developed considering psychological, physiological and age criteria. The criteria for evaluating visual design are high quality, relevance and relevance to the audience and task that the EER is aimed at.

**Interactivity.** Interactivity characterizes the possibilities that the resource provides to the learner. However, interactivity is not limited to hyperlinks and pop-up menus - the resource should provide the student with opportunities for dialogue. Interactivity is the possibility of two-way exchange of information. Thanks to the interactive elements, the learner must constantly feel the difference between the EER and the traditional printed publications used in education.

**Functionality.** This criterion characterizes the technological side of the EER. The EER should be platform and browser independent. Solutions are possible when, if necessary, the resource independently provides a transition to alternative pages. ICT should not be used, the use of which is not justified by the tasks assigned to the EER.

**General impression.** The EER is more than just the sum of its parts. In addition to the content, structure and navigational features, visual design, functionality and interactivity, the overall impression also considers those subtle subtleties that make the user use or not use this resource.

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