

# EDUCATIONAL ONLINE RESOURCES IN TEACHING SOCIOLOGY: UKRAINIAN EXPERIENCE

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***Abstract:** The article is analysing existing and potential opportunities of the use of educational online resources in teaching socio-humanitarian courses. The article defines educational web-resources and educational websites, reveals their functions in the teaching process of higher educational institutions and presents their main varieties. Analysis of sociological research results permitted to uncover the purposes of using the Internet by Ukrainian students, the most popular types of resources with them to prepare for classes, as well as the importance of information on the university's website. The research presents the potential of official university websites, electronic repositories, information portals, professors' personal pages, websites of leading sociological centres, the role of educational literature and periodicals in teaching sociology and activating cognitive capabilities of university students of all courses.*

***Keywords:** sociology, information portal, university website, electronic educational resources*

## INTRODUCTION

In the modern world, information and communication technologies (ICTs) have integrated with any field: they are used in economy, industry, culture, and in social services for people as well. Evidently given this rapid change, the system of higher education cannot stand aside from these transformations, because it is responsible for the quality and efficiency of training specialists shaping the future of the country. Most professors have long realized that the use of ICTs in the educational process significantly enhances its efficiency and makes it easy to find common ground with applicants of higher education, since for them it has become a much more attractive instrument of accessing educational information compared to visiting libraries and reading paper versions of scientific journals. This is especially true of sociological disciplines, since the study of specific traits of ever changing modern society, social communities and individuals can only be based on the

analysis of latest sociological research, provided by the Internet. This fact defines the urgent nature of defining the role of online resources in teaching socio-humanitarian courses, namely sociology.

## **1. DEGREE OF SCIENTIFIC ELABORATION**

### **1.1 Recent research into the use of ICTs in teaching sociology**

The issue of the introduction and use of ICTs in the educational process is gaining importance recently. This, in turn, intensifies scientific research in this area. Due to the rapid development of the Internet, scientific community has been publishing more and more research into the existing experience and ways to enhance the use of Internet's elements in the learning process. The peculiarities of creating, maintaining and introducing educational websites are analysed in the works of a number of modern scholars. Smyrnova-Trybulska, Morze and Makhachashvili research into various ICT Tools implemented in teaching (Smyrnova-Trybulska, Morze, Makhachashvili 2016). I. Nikolaescu and O. Griban have studied modern educational websites as a means of vocational and pedagogical self-realization of the teacher in the system of postgraduate education; G. Stetsenko developed a methodology for using educational Web resources in the process of preparing future teachers of informatics; O. Radchuk highlighted the possibility of using an educational website in students' academic and scientific work; T. Vinardchuk emphasized the role of educational Web resources in providing continuing education; V. Osadchy has established the prerequisites and technologies to create educational Internet resources.

Various aspects of the use of a university official website as a type of educational web resources are explored in the research of such scholars as N. Kononets (potential of a website for the provision of quality education), O. Konevshchytka (a university website as a means of information and communication interaction between subjects of education), O. Buryak (the significance of websites of educational institutions for the construction of a uniform information educational space), L. Filipova (general principles and methods of informational content modelling of the university website), etc. A thorough study of the contents of university website is available in the works of A. Shelestova, who analyses the purpose, characteristics, features and advantages of e-learning documentation as a content component of a university's website; requirements for filling the websites of universities. At the same time, Morze stresses that participation in a university's information and educational environment prompts the improvement of teachers' ICT competence (Morze 2013), so the activity in this field is mutually beneficial.

Various cases of creation and use of electronic depositaries of university libraries and information portals of universities of different levels are studied in papers of a number of Ukrainian scholars: G. Gordiychuk, O. Ivankevich, V. Vakhnovan, S. Mislovska, L. Panchenko, O. Shumeyko. In particular, O. Ivankevich

and V. Vakhnovan investigated the specifics of creation and implementation of electronic archives of university scientific products, and identified the benefits of institutional repositories. S. Mislovska proposed a conceptual approach to the application of information and communication technologies in the management of educational process in higher educational institutions of Ukraine, exemplified by the use of information and educational portal. L. Panchenko carried out a thorough study via content analysis of the principles of designing the portals of Ukrainian and Russian universities, compared information, communication, linguistic, navigation and personification services, as well as analysis of the indicators characterizing the content, design and features behind technical exploitation of the websites of pedagogical universities of Ukraine.

Nevertheless, as to the approaches to the use of ICTs in constructing e-learning environment, a collaborative group of Ukrainian, Russian and Slovak researchers argue: "Teachers of the information age have to master a virtual learning environment as a new area of their career, as a "new stage" of the educational conditions. Therefore, they must be in possession of a new pedagogical methodology, innovative approaches to educational interactions. They have to comprehend the specific psychological and pedagogical background of activities in this environment, from mass, in-line training to personal-oriented processes based on modern information and communication behaviour of young people" (Morze, Noskova, Pavlova, Yakovleva and Drlik 2014).

Direct analysis of the use of information technologies and the Internet in teaching sociological disciplines is presented in the research of A. Vorontsov and V. Lukianov, L. Ditkovska, N. Malikova, A. Slobodyanyuk, S. Scheglova and others. Thus, A. Vorontsov and V. Lukyanov disclose the possibilities of transforming usual lecture courses on sociology into multimedia mode, the use of electronic compilation textbooks as a way of managing students' independent work (Vorontsov, Lukianov 2011). In her turn, L. Ditkovska claims that in order to improve the teaching efficiency it is wise to develop tasks in electronic form for classroom laboratory work and independent work of students, to prepare electronic tests for thematic and modular knowledge control and to publish them, in Moodle system in particular (Didkovska 2013). Investigating innovative approaches to teaching sociology, N. Malikova found that in modern conditions it is efficient to teach sociology given there is a chance to collect social information in virtual networks of Internet communities, where we can observe live interaction of respondents, experts, representatives of various modal and reference social groups (Malikova 2011). A. Slobodyanyuk argues that awareness of a wide range of institutionalized and non-institutionalized forms of scientific knowledge presented in the network broadens students' perceptions of the Ukrainian and world scientific community, contributes to the development of their cognitive culture (Slobodyanyuk 2007). The directions of using Internet technologies in the teaching of sociological disciplines are studied by S. Scheglova, who notes that today the Internet boasts a plethora of websites containing a rich variety of

materials for secondary analysis, which improves students' cognitive culture, intensifies their interest in conducting their own research and presentations of their materials (Shchiehlova 2002).

## 1.2 The goal of the paper

However, despite relatively high interest in the role of ICTs in modern education, researchers tend to focus on the advantages and disadvantages of using ICTs in the student's learning process. At the same time, the study of possibilities of using Internet resources in teaching sociological disciplines has not been the focus of wide research and we can state the fact that modern researchers lack attention to this topic. All this suggests that studying the existing and potential advantages of educational web-resources in teaching sociology provides an opportunity to discover new perspectives in improving the quality of higher education and integrating Ukraine into the world of scientific and educational environment.

Today, most Ukrainian universities have faced the problem of insufficient amount of funds for providing the libraries with educational literature to support a high-quality educational process. This is due to limited publishing volume, its high cost, on the one hand, and, on the other hand, the lack of funds to purchase the amount required for each student (especially for human sciences – sociology, political science, psychology, which are studied by all higher education students of a specific year). Besides, with the rapid information flow, textbooks and tutorials quickly become obsolete, and teachers should seek new ways of obtaining reliable contemporary data and recommend their students to rely on specific parts of textbooks, but also access the Internet and educational websites. The latter contain modern authentic material on any subject, educational and methodological materials. With the help of such electronic educational resources, many didactic tasks can be solved: to form in students the skills to understand scientific texts, enrich their own categorical and conceptual apparatus for sociology, deepen their knowledge, develop the ability to navigate the modern world and identify the causes and consequences of certain social events, promote the increase of motivation to the study of human sciences, expand the horizons, develop professional competence in students and teachers.

Today the Internet is abound with web resources containing a plethora of diverse materials to study sociology. As of July 2018, the search in Google for the term "sociology" in the Ukrainian language allows you to view almost 2 million webpages, and the tag "socio-humanitarian sciences" from more than 17 million web sites that contain information about various aspects of studying this field of knowledge. More opportunities are provided by the Internet in the English-language interface, where 124 million web sites, portals, and pages are devoted to topic "sociology".

Normally, **“the educational Internet resource** is a collection of integrated hardware and software as well as educational content intended for publishing online in order to advance, popularize or discuss it” (Osadchy 2009).

“Educational web resources are electronic educational resources located in the web environment of a local or global network presented in different formats (text, graphic, audio and video formats etc.). Educational web resources can be classified according to different criteria, in particular, for functional purposes (educational, methodical, reference, normative, scientific, pedagogical software), for the intended purpose (official, scientific, popular scientific, advertising), for a group of users, receiving educational web-resources (professor, teacher, schoolchildren, students etc.), depending on the nature of core data (text, graphic, audio, multimedia data), depending on the mode of user’s activity (focused, of wide interest), by the access method (local, global), depending on the form of ownership (open, closed, combined)” (Stetsenko 2010). Speaking about the functions of electronic educational resources, we note that in the educational process, on the part of the professor they perform methodological, organizational, managerial and presentation functions, and on the part of students – theoretical-cognitive, activational and applied ones.

**An educational website** is usually described as a “system of electronic documents hosted on a computer network with a common address, promoting purposeful learning process” (Gryban 2015). On the other hand, an educational website is considered as “a set of interrelated web pages that are united by common themes, located in the web environment of a local or global network and designed to provide education, training and functioning of an educational institution” (Vinarchuk 2011).

“An educational website is a collection of web pages with similar design that provide a focused process of learning, education and upbringing in the interests of the individual, society, the country, united by content, navigationally and physically located on the same server, it can be used for attestation of those who study, or the assessment of educational achievement” (Yashina 2016).

In view of intensified use of ICTs by educational institutions of various levels, more and more new websites appear on the Internet where one can find articles, textbooks and educational aids. Presently, according to the Google system, there are almost 25 million links for keywords "educational site" in Ukrainian Internet. Typically, among educational sites there are groups such as: “websites providing access to existing educational products; sites stimulating process of creating innovative educational products; sites promoting the introduction of new forms of managing educational process; sites for educational and methodological support of the educational process” (Shaxina, Medvedyev 2016).

Almost every publication on educational websites is presenting an attempt to classify them according to different criteria. The most detailed classifications are available in articles by G. Stetsenko, I. Nikolaescu, O. Griban (Nikolaesku 2016; Griban 2015; Stetsenko 2010). After analyzing and organizing them we propose to identify the following educational websites:

1. Official websites. These are websites of government agencies that host such educational web resources as government documents, regulations and laws.

2. Web sites of educational institutions. Such websites allow, on one hand, to find information about the practices of an educational institution, on the other hand, it is a platform where professors can advertise their achievements. These are the Internet resources of institutions of general secondary education, which help organize distance parents' meeting, hold contests, provide information support, communication with the environment outside school; websites of institutions of vocational education (colleges, technical and training schools); websites of university faculties and departments; websites of Higher Educational Institutions.

3. Student distance learning websites and websites for full time students are websites similar to a guidance manual, an electronic lecture textbook, a laboratory course, an electronic math task book, an electronic tutorial, websites for testing or assessing knowledge, websites of distance education centres and testing centres (for example, websites: electronic lecture textbook, laboratory course, electronic textbook, website for testing, assessment, etc.). Such websites are web projects that facilitate educational process through telecommunication networks.

4. Educational web services, educational portals are sites that allow you to create and store educational products (such as presentations) in real time.

5. Web sites for the dissemination of educational and cultural information: (virtual libraries, reference web libraries, virtual journals and newspapers of educational character, web sites of educational newspapers and magazines, virtual museums, web sites of museums, virtual clubs, collections of scientific works. These web sites promote easy access to modern scientific and methodological literature without leaving home, which is of great importance for a modern professor in conditions of constant shortage of free time. These kinds of websites include web sites of professional journals. The majority of teachers and students are now eager to study in electronic libraries, since the benefits of such training are the chance to work in a library at a convenient time in a convenient place, as well as optimization of professional activity due to saved time and labour resources, the ability to be virtually in a library of another city or a country.

6. Educational press - electronic editions and sites of traditional newspapers, magazines and other publications with free access

7. Topic Sites - Sites on a specific topic or field of knowledge.

8. Web sites for scientific research. These are resources that feature research work of schoolchildren, students, teachers, professors and research staff; virtual scientific laboratories; so-called "creative workshops"; web sites of research and training centres. These resources enable teachers to organize and supervise joint research activity of schoolchildren not only on interschool level but also in international mode.

9. Information and reference websites. This group includes various electronic encyclopaedias; online dictionaries; online catalogues; databases; catalogues; websites that contain information on conferences, contests, scientific and educational seminars, grants.

10. Internet websites for competitions and informational Internet projects. Sites to connect students and professors, schoolchildren and teachers, schoolchildren and parents; Olympiad and quiz sites; websites of informational and entertaining projects in education; resources for conducting educational competitions. As a rule, such sites provide an opportunity for obtaining certificates and diplomas for participation in competitions, which enriches the portfolio of teachers.

11. Web-sites similar to virtual teaching and learning associations – are websites of methodological associations of teachers of school subjects, sites for thematic conferences and online chat rooms on education issues, websites for creative interaction of teachers, network instructors, advanced training sites for teaching staff.

12. Educational communities in social networks and other channels of communication – communities in social networks, thematic associations of professors sharing similar professional interests, teleconferences, chats, forums. Such communities provide a wide range of opportunities to communicate with colleagues, share experiences and information, present themselves and collaborate with colleagues in other regions.

13. Consulting websites – advisory websites for teachers and students, students and professors, websites for advisory assistance to scientific and methodological centres.

14. Personal Sites - websites of Scientists, professors and other academic staff, educational blogs.

The versatility and extraordinary potential of the use of web-technologies in educational and scientific activities allows to distinguish the main functions of the appropriate use of educational web-sites: “informing and presenting, advisory, informational and methodical, educational, educational support for interaction of participants. They permit to open new possibilities of interaction with the public and allow:

- to communicate interactively to the audience regardless of its territorial location;

- promptly summarize the activities of the web resource by publishing news, reviews, catalogues of publications, as well as scientific, methodological and practical materials;

- use modern communication tools such as e-mail, interactive conferences and forum – and effectively organize portal support services;

- increase participation of academic staff and students in Internet Olympiads, competitions, conferences” (Bulejko, Karlova).

The use of educational websites in learning must be systemic and consistent, support students’ individualization and differentiation, interactivity and reflectivity, must be optimal and relevant. IT is required of educational websites to be comprehensible in scientific terms, contain some sort of problem to be solved, be visible, adaptable. Educational websites must be fundamental, correct and objective as to the contents of educational material. Materials should be free of excessive complexity and must not contain unnecessary details for students. The materials are to highlight topical educational issues that must be addressed. Websites must be visible and suggest using perceptual objects. And besides, a website must be adaptable for the individual characteristics and needs of the student (Parnenko 2012).

### **1.3 Methodology of research**

Thus, educational web resources provide endless possibilities of studying sociology and deepening the knowledge of social issues. These are open access resources of the Internet, educational portals, educational literature, publications in mass media, websites of leading sociological centres, etc. In order to analyse the motivation for use of educational websites in the educational process the department of Sociology of Dnipro State Technical University conducted an author's sociological study in May-June 2018, which allowed to establish the scope of use of information and communication technologies by student youth in the process of studying. Respondents were asked to answer a number of questions that included identifying the attitude of students towards the use of electronic information resources during training, the purpose of the use of the Internet, the usefulness of electronic information resources for educational purposes. The collection of initial sociological information was carried out at the leading universities of central Ukraine, in particular, bachelor and master students from Dnipro State Technical University (DSTU) in Kamyanske, the O. Gonchar Dnipro National University (DNU) in Dnipro and Kryvy Rih State Pedagogical University (KRSPU) in Kryvyi Rih. These universities are leaders in the educational network of the region, and therefore the answers of the interviewed students can be extrapolated to all students in the central region of Ukraine. The sociological survey was conducted by an anonymous questionnaire with a specially designed toolkit. The common sample amounted to 28.1 thousand people (20 thousand students from DNU, 3.6 thousand from KRSPU, 4,5 thousand from DSTU according to website [www.education.ua](http://www.education.ua)). The purposive sample was 379 people, which, with 95% probability and 5% error confirms the reliability of results. We used random sampling via the method of simple probability selection. The sample is representative by sex and year of study. The sample included 180 students of DSTU, which comprised 56.4% of the total number of respondents, 65 students of DNU (20.4% of respondents) and 74 students of the KRSPU (23.2% of respondents) aged 17 to 35 attending various presence courses. The empirical background of the study makes it possible to draw

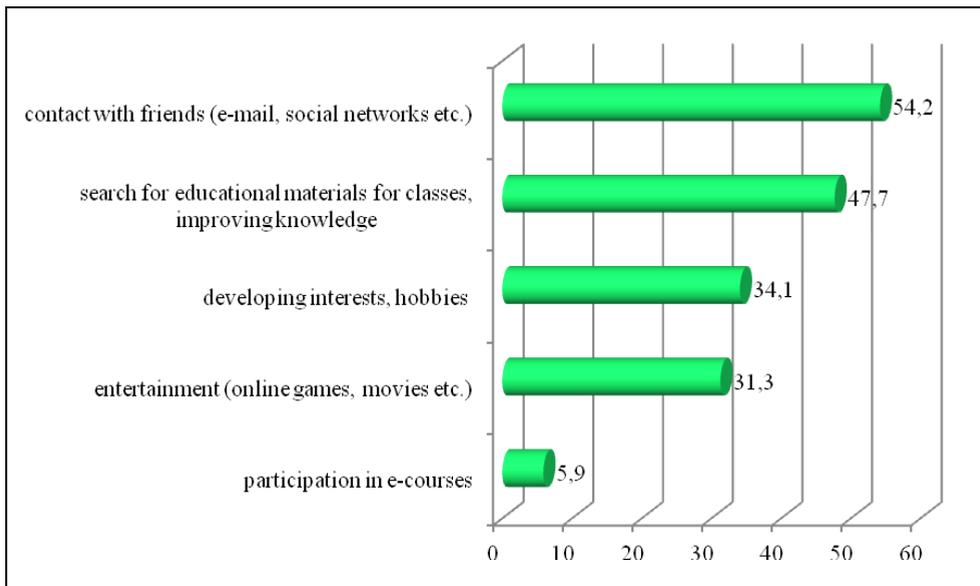
some conclusions about the peculiarities of the use of websites in the educational process.

In order to present the web resources used by professors of sociology we provide a review and list a few suggestions.

## 2. RESEARCH RESULTS

First of all, it was determined that the majority of modern Ukrainian students surveyed use the Internet to communicate with their friends through social media and e-mail (54.2%), as well as to find materials for classes and deepen their knowledge (47.7%) (Figure 1)

Unfortunately, participating in distance courses was the last position in the chart on the Internet (5.9%), however, we tend to believe that considering the fact that there is a need to constantly improve one's knowledge independently and the number of hours for students' independent work is increasing in the curricula, namely for mastering sociological disciplines and to implement the idea of lifelong learning, the number of people who will take part in distance education will increase significantly. Let us emphasize that unfortunately, presently there are practically no distance courses in sociology in Ukraine, but there is a possibility of



**Figure 1. The goal of using Internet by students (in %)**

*Source: Own work*

studying sociology in higher educational institutions of Ukraine in distance mode.

In our experience of teaching sociology for the improvement of knowledge, we recommend that students take part in massive open online courses of the

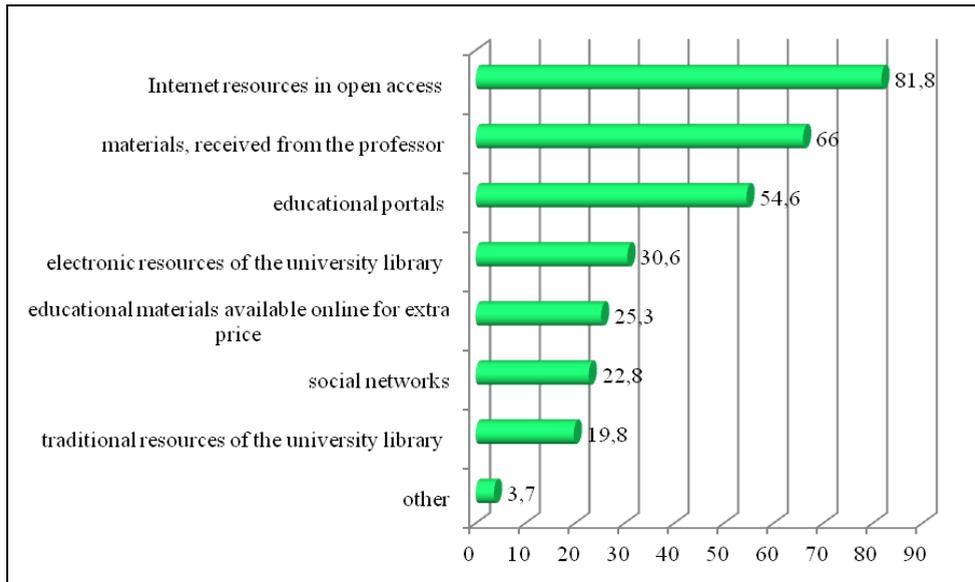
Prometheus project. All courses offer free online access for all people in Ukraine regardless of place of residence, age, wealth and health. Massive open online courses (MOOCs) consist of video lectures (at least 4-5 hours), interactive tasks that help consolidate the knowledge gained, as well as a forum where students can ask a teacher and communicate with each other. This platform provides a series of courses that will help students studying the course "Sociology" and students of non-sociological specialties to deepen their knowledge in the course and develop skills in analysing social processes. In particular, the courses "Sociology and Social Research: What, Why, Why?", "Data Analysis", "Research on Corruption: How Does It Work?", "Social Work for People Chronic Illness", "Women and Men: Gender for All", "Information Wars", "Science of everyday thinking", "How to effectively plan and hold dialogue", "Urbanism: a modern city".

At the same time, as to the use of specific Internet resources the results of the study (Figure 2) are the following: to prepare for classes the highest proportion of university students uses Internet resources in open access (81.8%), materials received directly from the professor (66%) and educational internet portals (54.6%). In addition, every third student uses electronic resources of university libraries, and one in four – educational materials on the Internet available at an additional cost. All this proves that traditional libraries are completely losing their readers, and the internet and its websites and portals are increasingly becoming a means of mastering university subjects.

According to the results of content analysis of the first fifty links in Google for the keyword "sociology" in the Ukrainian version, we observed that almost half of them (46%) come from Ukrainian universities (22 links) and their repositories (3 links). At the same time, 16% refer to free e-libraries, 10% to media websites, 8% to educational portals (osvita.ua, education.ua), 6% to websites in the wiki group. Unfortunately, only two of the analysed websites belong to the leading sociological centres (Institute of Sociology of the National Academy of Sciences of Ukraine and the Razumkov Centre), although all of them are among the first twenty links; and two – from the massive open online courses (the 10<sup>th</sup> link) and the Google Academy (only 47<sup>th</sup> link). Three more links come from the website of a magazine and a few organizations that are not experts in sociology.

“The official website of the University as an informational and educational resource in the educational process provides considerable potential for implementing e-learning, distance learning and familiarizing students with electronic teaching materials. The website of an educational institution is defined as a collection of electronic documents that provide reliable information about the normative principles and the main areas of activity of higher education institutions united by one e-mail address, a domain name or IP address (domain name or IP address) and its Internet representation in World Wide Web” (Kononets 2012).

Being a corporate information portal, the university's website, among other things, allows you to get information about universities, its structural units,



**Figure 2. The most popular students' digital resources to prepare for classes, in %**

*Source: Own work*

specialization areas and courses (representative function); everyday life of the institution – a schedule of classes, events, contests (informative function); to organize the educational process enhanced by the Internet, to implement distance learning, to introduce and use electronic learning resources by students of all forms of education, to find information for studying various disciplines (educational function); fix and represent interconnected content addressed to different participants (coordinating function), provide information and communication interaction between the subjects of the educational process, as well as with the "external" information space (communicative function), etc.

It is the information content that gives an institution's website the right to be regarded as an informational and educational resource. Information resources of the Internet allow professors effectively facilitate students' cognitive activity, quickly access their learning outcomes, readjust their teaching to improve the level and quality of knowledge, improve pedagogical skills, be aware of sources of educational, methodical and organizational information (Gorbatyuk 2015).

University websites are elements of institutional information and communication environment, and as such they can be characterized by the following: they provide interactive communication; a multifunctional communication mode of "many to many" which includes the mode "one to many" and "one to one", which allows to implement various types of interaction based on the needs of users and the tools they use. Users, supported by control over the search and receipt of information are

empowered to take an active part in the communication process (Shelestova 2015).

Returning to the analysis of study results, we note that students in the central region of Ukraine were asked to evaluate what information is most important for them on the university's website and to establish a rank from 1 to 5, where 5 refers to the most important one (Table 1).

**Table 1.**

**The importance of information on the university's website (from 1 to 5, where 5 – the most important information)**

| Position | Timetable of classes and consultations (in %) | Study materials, literature (in %) | Resources for distance learning (in %) | Information about various events of various topics in the university (in %) | Information about employers and chances of employment (in %) |
|----------|---|------------------------------------|--|---|--|
| 1        | 14,7  | 13,7                               | 25,3                                   | 43,2  | 32,8   |
| 2        | 8,9   | 8,9                                | 20,8                                   | 22,3  | 18,8   |
| 3        | 19,5  | 13,3                               | 23,2                                   | 17,1  | 13,9   |
| 4        | 24,2  | 27                                 | 22,1                                   | 9,4   | 19,2   |
| 5        | 32,8  | 37,2                               | 8,7                                    | 8   | 15,3   |

*Source: Own work*

As a result, it was found that the ranked distribution of the most important data on the university website are the methodological materials and literature, as well as the schedule of classes and consultations, since most students rated these types of information the highest – 37.2% and 32.8% respectively. At the same time, the most insignificant and unimportant was considered the information on various events in the university, information about employers and employment prospects, because these resources were chosen by 43.2% and 32.8% respectively. At the same time, the average position ("3") was chosen for the most valued resources for distance learning – 23.2%. In our opinion, this is explained by the initial stage of distance education, and full-time students are more accustomed to direct communication with professors in classroom times, where they receive all the necessary information on sociology and specific recommendations for the literature, which is necessary for mastering the course. This is also confirmed by the fact that as many as 66% of the interviewed students often use materials received from the teacher to prepare for classes.

Thus, from the table it follows clearly that modern students no longer imagine their studies without the opportunity to use the methodological materials and literature, which should be contained on the website of the university. In this context, the

details of the functioning of electronic repositories of literature and information portals of universities should be discussed in more detail. Repository can be refined as open access network services for storing, systematizing and managing digital collections of intellectual products from one or more university communities and disseminating digital material created by the institution or its employees (Ivankevych, Vahnovan 2013). "A portal is a Web site designed for a specific audience, which provides: the aggregation of information content and delivery to an important audience for information; joint work and collective services; access to services and applications for the selected audience, provided on the basis of strict personalization" (Uspenskyj 2001).

The use of the information portal in the teaching of sociology corresponds to the strategy of building a unified European educational space and contributes to increasing the efficiency of independent work of students, developing self-education and self-improvement skills, constant professional growth, social and professional mobility, as well as forming the ability of critical thinking and assessment of social facts.

Myšlovska argues that ICT-enhanced information and education portal fulfils the following functions for learning: "accessibility – the principle of "learning always and everywhere" through the services of knowledge and resource delivery, outcomes assessment; functionality – e-learning doesn't reduce the role of traditional forms of learning, but complements them; universality – today's most popular electronic education systems are in the form of information and education portals; independence – due to mechanisms for automatic submission and checking assignments, the subjectivity of assessment and teacher's influence on students is reduced" (Myšlovska 2014). Overall, university web-portals provide students with flexibility as to their learning strategy.

The information portal of Dniprovsk State Technical University is successfully operating, where one can find all faculties and departments. The purpose of its creation is to provide students of various specialties and forms of study with methodological and educational materials for any course. Students of all the specialties of the university take the course Sociology and the webportal gives them an opportunity to get acquainted with the curriculum, lecture courses, methodical materials to prepare for seminars and independent work. Through free access to the portal at any time convenient students can deepen their knowledge in a particular topic of sociology, prepare for practical classes, formative and summative assessment. In our opinion, it is important that the material is available both for download and for free reading on the device screen. The methodological files developed by university professors are not in public access and can only be downloaded / retrieved after authorization. Authorization access is provided by the first name as a login and password, students log in via the number of their students' card, and the staff – by their employee number.

At the same time, similar information portals of higher educational institutions is a professional teacher's card, as the teaching community presents their scientific developments and creates educational and methodological products in the form of special courses, lectures, mini-workshops, etc. Today, as argued by Savenkova, "the weight of a scientist in the professional community, their influence on the events taking place in the chosen field of knowledge, is largely determined today by the extent to which the results of their research are comprehensibly, structurally and naturally presented in the network". The researcher continues as to the educational role of personal websites and pages, "as they can become an information base for students and post-graduate students, through which they can provide online information on courses and topics taught at an educational institution" (Savenkova 2014). Through their own blog / website, teachers promote and present their work, as well as opportunities for university and other participants in the educational process to study the theoretical material and practical experience in research, posted on the Internet. The personal site itself is gradually becoming a key element of the Internet science infrastructure and the more diverse the activities of the scientist will be on the pages of the site, the more aspects will be covered, the more mobile the information update, the more likely that the pages will find their users, the more useful and interesting they will be for the online audience.

In practical training of sociologists we advise recent information technologies: Microsoft Excel as well as expert software SPSS for Windows, OSA for Windows and SOCIOLOG. OSA package is widely used to enter results of opinion polls and do statistical analysis, empowering users with the tools to perform all kinds of processing sociological information. The package SPSS Statistics is designed for broader purposes. It was developed for analysts and scientists, enabling them to solve business problems and research tasks during the whole analytical process. A key element of the package SPSS Statistics is SPSS Statistics Base, where access to data, data management and reporting are similar to OSA. Mastering these tools gives students a practical toolkit for their future professional life (Sorokina, Karimov, Karimov, Zayarna 2015).

There is a significant potential in personal scholars' pages to study sociology. In particular, most sociologists now have personal profiles in Google Scholar and ResearcherID, which feature topical results from research and practical sociological questionnaires. Currently, Google Scholar portal has more than 3,780,000 articles and publications for the keyword "sociology" and 3,610,000 links for the keywords "sociology research" which allows current students to keep abreast of developments in the field of sociology around the world. There is a rich collection of Ukrainian sociological publications on this portal, with more than 84 thousand positions and 17 thousand added annually. When studying sociology, personal pages of the Institute of Sociology of the National Academy of Sciences of Ukraine will also be useful, where you will find biographical information, scientific interests and a list of publications that, thanks to free access, can be saved

when preparing for training sessions and discussions during university seminars. Information on the rank of leading sociologists of Ukraine and their scientific achievements is also available on the website of the V.I. Vernadsky National Library of Ukraine.

When teaching sociological courses, we encourage students to get acquainted not only with theoretical scientific developments, which are discussed in textbooks and monographs, but also to follow the practical research of sociologists. The websites of the leading sociological centres of Ukraine (Socis) (<http://socis.kiev.ua>), Kyiv International Institute of Sociology (<https://www.kiis.com.ua>), Sociology Group "Rating" (<http://ratinggroup.ua>), the Razumkov Centre (<http://razumkov.org.ua>), Ilko Kucheriv's Foundation for Democratic Initiatives (<https://dif.org.ua>), Gfk Ukraine (<https://www.gfk.com/uk-ua/>), Kantar TNS (<https://tns-ua.com>), the O.Yaremenko Ukrainian Institute of Social Studies (<http://www.uisr.org.ua>), Institute of Sociology of the National Academy of Sciences of Ukraine (<http://i-soc.com.ua>), the Institute of Gorshenin (<http://gorshenin.ua/topics/sotsiologiya/>) et al.. Students can get acquainted with the results of quantitative and qualitative social and marketing studies on the socio-political, socio-economic and cultural situation in Ukraine, migration, education, political, medical, patriotic, religious issues in general in Ukraine and in the regional context, attitudes towards reforms, European integration, people's trust in public institutions, etc. Here you can see both analytical materials regarding research, publications of leading employees and banks of quantitative survey data. In addition, these websites provide an opportunity to follow not only the research but also the speech and presentation activities of sociologists, thus learning from the best examples and building up the ability to present results of their own research.

Another important source of socio-humanitarian knowledge is the publications of scientists in the expert journals on sociology, published on websites of universities and research institutions in electronic format. In particular, from our teaching experience we recommend university students to read and then discuss at seminars and practical classes updates from such journals as:

- Sociology: Theory, Methods, Marketing ([http://www.irbis-nbu.gov.ua/cgi-bin/irbis\\_nbu/cgiirbis\\_64.exe](http://www.irbis-nbu.gov.ua/cgi-bin/irbis_nbu/cgiirbis_64.exe)),
- Bulletin of T. Shevchenko Kiev National University. Sociology (<http://visnyk.soc.univ.kiev.ua/index.php/soc>),
- Grani (<https://grani.org.ua/index.php/journal/issue/archive>),
- Herald of V. Karazin Kharkiv National University. Series: Sociological Studies of contemporary society: methodology, theory, methods (<http://www.sociology.kharkov.ua/index.php/ua/visnik-khnu-seriya-sotsiologiya>),
- Ukrainian society (<http://www.ukr-socium.org.ua>),
- Bulletin of the National Technical University of Ukraine "Kyiv Polytechnic Institute". Politology. Sociology. Law (<http://visnyk-psp.kpi.ua>),

- Scholarly Papers of NaUKMA. Sociological Sciences ([http://nz.ukma.edu.ua/index.php?option=com\\_content&task=category&sectionid=10&id=62&Itemid=47](http://nz.ukma.edu.ua/index.php?option=com_content&task=category&sectionid=10&id=62&Itemid=47)),

- Bulletin of Odessa I.I. Mechnikov National University. Sociology and political sciences (<http://lib.onu.edu.ua/en/sotsyologyya-y-polytycheskye-nauky>), and others.

Involving electronic versions of professional sociological journals in the educational process promotes individualization of learning, as each student can get familiar with them at the right time, at the appropriate pace, copy the received materials to a medium or hard drive, print them and work with them when it is convenient, and also quickly go to links to other publications. Besides, when reading articles by scholars, university students can choose pressing topics and extra materials for their own research, since professional journal websites provide access to various sources of study materials, to remote databases, knowledge, numerous conferences around the world, they can work with this information. That is why the use of electronic versions of professional sociological journals in teaching sociology makes students' learning much more comprehensive and prompt.

## CONCLUSION

The use of online resources is currently a basic instrument in teaching socio-humanitarian courses. On the one hand, they improve the quality, promptness and efficiency of learning and on the other – they reduce the time of presenting and studying certain study materials. In our opinion, educational websites, contribute to more active involvement of students in the learning process, better understanding and memorization of material, keeping constant interest in human sciences. In addition, with the changing role of professors from a unique source of knowledge in the field and a lecturer to an instructor and tutor who assists students in selecting proper teaching materials, educational websites provide virtually unlimited possibilities of search, selection, synthesis, structuring and demonstration of the material. At the same time, the use of the Internet in classes and in students' independent work allows to make both teaching and learning process more flexible, strongly differentiated and individual, as well as promote self-realization and self-development of the professor's and student's personality.

Educational e-resources are an urgent need for the present and it is impossible to modernize the educational process without their introduction. They facilitate access to the latest sociological literature, all lectures, methodological developments, thematic plans, enabling modern students to save their time, if they do not want to stay in the library, but want to do it quickly and in a comfortable environment and at a convenient time. Educational web portals, electronic libraries, official university websites and their information portals, websites of leading sociological

centres, personal websites of sociologists provide a wealth of materials to prepare for seminars, discussions, and independent students' work. This contributes to greater awareness of students and the ability to learn and discuss different points of view about a particular social fact, because each student can choose which source to use to obtain this or another piece of information. Through websites of periodicals students have access to the latest publications on pressing topics in sociological journals. Therefore, the use of educational e-resources in teaching sociology makes the learning process more diverse, attractive, and dynamic; it stimulates students' creative activity and contributes to the comprehensive training of professionals.

When teaching human sciences in technical universities, the main task of the professor is to convert learning from passive mechanical mode to active, constructive and creative one. One of the ways to do it is to support classes with electronic educational books and thematic websites, recommend as main and additional sources of information specific digital multimedia educational cases from open collections, special software, resources of scientific databases. Teaching talent, supported by these resources in teaching sociology improves cognitive activity of students, develops research, creative skills, contributes to more effective formation of general and special competences, gives students the experience of a variety of resources for human sciences, actually implemented by their employed colleagues, which gives students real-world experience and improves the quality of future sociologists.

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