DIGITAL RESOURCE AND ITS IMPORTANCE IN THE EDUCATIONAL PROCESS

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Abstract: The development of information technology has made people get the necessary data. It also allows a depth knowledge as a result of accessing the Internet. Increainig access to online information and related sources has led to the development of digital resources, by default, of educational applications. Technologies are constantly improving, which can have a high impact on people's satisfaction with digital resources. In-depth studies are needed to continuously monitor changes in people's perceptions of these. This article focuses on digital resources in the educational process. The hypothesis that underpins this article is that digital resources are very important in the educational process (for both teachers and pupils).
Key words: digital resources, education, educational process, teachers.
JEL Classification: I20.

1. Digital resource

Electronic resources, on-line content and virtual learning spaces provide the latest and most diverse information. They serve as a motivating factor for students, it offers them the ability to transmit, acquire or download, process and disseminate information about an important subject.

Digital information resources offer great opportunities for beneficiaries. One of these is that they are often faster than the reading of specialized magazines (Fabunmi, Paris and Fabunmi, 2006).

Users of electronic resources must acquire the skills needed to exploit digital information (Tzoc and Millard, 2011). The advantages of using digital resources in the educational process are (Ranaldi, 2010):

- increasing access to all areas of the curriculum for children and young people;
- increasing confidence and results;
- reducing the training time for teaching and supporting staff.

Schools can allow teachers and students the freedom to explore digital technologies. Effective classroom digital resources are the result of an efficient software and device selection (Beetham and Sharpe, 2007).

2. Teachers' perception of the digital resource used at the class level

2.1. Methodology of research

Research objectives

Two central objectives were formulated:

O1: Highlight Google's frequency of use for education.

O2: Observing the role of educational applications at pre-university level.

Research assumptions

H1: The most important role of digital educational resources is to improve the collaboration between teacher and student.

H2: Mostly, research teachers have said that Google's Education apps are useful to students and teachers.

The present research includes 100 teachers teaching in pre-university education. This is a field research, and the instrument behind it was the questionnaire consisting of 8 questions to identify the usefulness of digital resources.

2.2. Interpretation of results

1. Do you use digital resources in the process of teaching - learning?

This dichotomous question seeks to identify the use of digital resources.

Table 1. Using Education Applications

Response	Percentage
Yes	100
No	

Source: elaborated by the author

All teachers participating in the research use digital resources.

2. How much do you use these resources?

The second question is nominal and aims at highlighting the frequency of use of digital resources.

Table 2. Frequency of use of digital resources

response	Percentage
daily	10
week	50
Every two months	30
Once a month	10
Every six months	
Once a year	

Source: elaborated by the author

3. What do you think is their most important role?

This is a nominal question and has the role of shaping the role of resources.

Table 3. Role of Resources

response	Percentage
better collaboration between teacher and student	**50**
fedback obtained from students 10 students work in teams	**10**
students work in teams	**10**
improves teaching, learning	**30**

Source: elaborated by the author

A percentage of 50% of the participants chose the idea of a better collaboration between the teachers and students.

4. Do you use digital resources in the form of education applications?

Table 4. Use of educational applications

response	Percentage
Yes	100
No	

Source: elaborated by the author

All respondents use classroom educational applications as digital resources.

5. Which of the following applications are used in your school unit as a digital resource?

Table 5. The application used

response	Percentaje
G suite for education	-
Classroom	100
ADMA	-
Others	-

Source: elaborated by the author

The Classroom app is used by all respondents (100%).

6. What is the digital instrument you use frequently?

Table 6. Digital Instrument

Response	Percentaje
Gmail	20
Gogle calendar	20
google plus	10
forms	40
spreadsheets	10

Source: elaborated by the author

The Most Used Digital Answering Machine - Forms (40%), and at the opposite of the Spreadsheets and Google Plus.

7. What do you think is the most important benefit of Google Education apps:

Table 7. Application Benefit

response	Percentaje
achieving an education step by step	70
availability on any device	20
developing digital skills	10
tools designed to involve teamwork	

Source: elaborated by the author

A percentage of 70% of respondents claimed that the benefit of the application is to achieve a step-by-step education.

8. Give your opinion on the following statement: Education applications are useful for students and teachers.

Table 8. Affirmation

response	Percentaje
Total agreement	**70**
Agreement	**20**
indifference	**10**
Disagreement	
Total disagreement	

Source: elaborated by the author

In response to this, respondents in a high percentage (70%) expressed their total agreement.

For this question, Likert's Scale was used. The score of the criterion = (2 * 70 + 1 * 20 + 0 * 10) / 100, a score of 1.6 meaning that the respondents as a whole agree with the aforementioned statement.

Half of respondents use these resources weekly, 30% every two weeks, 10% daily and 10% once a month.

3. Conclusions

Google Education apps, as well as digital resources, make the learning process more attractive to students. Through them an effective teaching-learning activity is achieved.

The participating teachers are open to the new (digital applications and tools) and have accepted without resistance. Their main role is to bring the recipient of the educational process closer to their provider. Most respondents who use Google Education apps perceive them as useful to all parties involved.

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