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TYPOLOGY OF ELECTRONIC EDUCATIONAL PUBLICATIONS

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**Research methodology.** The descriptive, comparative methods of analysis, synthesis, induction, deduction have been used in this study. In particular, for the electronic editions’ classification creation the method of analysis was used which allowed to divide subjects in research into its component parts; the method of synthesis, on the other hand, involved the connection of individual parts or features of the subject to combine. The method of induction led to the transition from individual to general when based on knowledge of the objects of the class concludes regarding the class in general. The method of deduction, however, led to the conclusion on any element of the set on the basis of general scientific knowledge while studying particular aspects.

**Results.** To emphasize the consideration of inappropriate to combine different types of electronic editions and state them as «fixed», although the initial study and implementation of a learning environment for electronic editions is permissible and even essential. It is positive that the electronic learning environment has begun to define and propose to clearer requirements in some way prevent chaos in this area. However, there must be introduced not only recommendatory measures, but also controlling and punitive to prevent the spread of inappropriate health and ergonomic requirements that could harm the physical and mental health.

**Novelty.** The novelty of the study is in the first attempt to clearly classify individual criteria for the electronic editions and not to combine different phenomena into one. Thus to use industry standards to publications that allowed not classified in its sole discretion, and within the existing regulatory framework.

**The practical significance.** The classification of electronic editions will avoid terminological chaos, facilitate an optimal structure of such publications that will clearly answer the question that the author created and for furthering the didactic purpose.