

This dissertation thesis deals with the exploration of the issue of electronic learning supports intended to boost controlled self-study within university environment. This paper proceeds from the presumption that electronic learning supports are a suitable tool with a didactic potential in education which will make university self-study more effective and which will help students to meet the demanded requirements even more effectively than with commonly used learning materials. The paper deals with the definition of conceptual constructs from the field of electronic learning supports and also with the analysis of their didactic capabilities, limits and ways of usage with added specification of functional and didactic aspects of audio-visual learning supports. The empiric part of the paper uses a pedagogic experiment to verify the influence of the electronic learning supports on the university student's results within the controlled self-study. The paper complexly develops the theory of electronic learning supports from the point of view of current didactic resource and its inclusion into current structures of pedagogy and didactics.