

METHODOLOGY OF USING NEW PEDAGOGICAL TECHNOLOGIES IN TEACHING THE SCIENCE OF DRAWING GEOMETRY, DISTANCE GRAPHIC LEARNING TECHNOLOGY.

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ANNOTATION

This article focuses on the issues of using new pedagogical advanced pedagogical technologies for young students from drawing geometry, which is one of the important subjects included in the engineering cycle. It also talks about the importance of information technologies in independent education, the preparation and transmission of resources suitable for the worldview of young people in a modern, interactive and creative way using information technologies.

Key words: drawing geometry, pedagogy, creative, interactive, content, independent education, graphic teaching technology, electronic resource and electronic test.

МЕТОДОЛОГИЯ ИСПОЛЬЗОВАНИЯ НОВЫХ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ В ОБУЧЕНИИ НАУКЕ ГЕОМЕТРИЯ ЧЕРТЕЖА, ДИСТАНЦИОННАЯ ГРАФИЧЕСКАЯ ТЕХНОЛОГИЯ ОБУЧЕНИЯ.

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АННОТАЦИЯ

Данная статья посвящена вопросам использования новых педагогических передовых педагогических технологий для младших школьников из чертежной геометрии, которая является одним из важных предметов, входящих в инженерный цикл. Также говорится о важности информационных технологий в самостоятельном образовании, подготовке и передаче ресурсов, подходящих для мировоззрения молодежи, в современной, интерактивной и творческой форме с использованием информационных технологий.

Ключевые слова: геометрия рисунка, педагогика, креатив, интерактив, содержание, самостоятельное обучение, графическая технология обучения, электронный ресурс и электронный тест.

Distance learning is a system where the student and the teacher are located at a certain distance. In this case, the teacher is required to be organized on the basis of tools such as computers, satellite communication, and cable television during the lesson.

All these tools allow students to implement the practical skills and competencies they have formed in the lesson under the supervision of the teacher.

The Internet allows students to quickly familiarize themselves with the work of the educational institution and post their thoughts. Audits can be distributed by accessing the Internet and received from local e-mail.

Works of this type help to model network forms of distance education in the classroom.

The following are the advantages of distance education over traditional forms.

1. Creative teaching environment. In education based on traditional methods, the student learns only the given material. Based on the distance learning method, the students themselves have the opportunity to search for the necessary information from the information warehouse and to teach and share their experiences with other students.

2. Presence of major changes in the workplace. Education based on the distance education method creates a wide range of conditions for different students (especially students who are learning without being separated from production);

3. A new and effective means of teaching and learning. Statistics show that distance learning is very effective. The advantage of students studying in this way is that they are provided with the best and high-quality didactic materials and potential teachers. In this way, students can get acquainted with world news through the Internet.

The sequence of implementation of organizational-methodical models in distance education is as follows.

1. Systematized teaching-methodical materials (case-technology) compiled into cases and sent to students (students) for independent study, the contents of the cases are changed over time. They are filled with magnetic carriers and records. They begin to use television (TV) technology for training and practical implementation. In this case, the student periodically comes to the tutors' daytime consultations in educational centers.

2. Multimedia teaching (in which technology is provided by the teacher-consultant, cases, game situations, simulation models).

3. Networked distance learning (incorporating the first) - remote control, including communication with teachers of foreign educational institutions.

4. Virtual university (the highest form of distance learning organization, for example, the virtual university of the European Union).

Teachers participating in distance learning are required to acquire certain knowledge, skills and qualifications. These knowledge, skills and abilities can be divided into the following parts.

1. General knowledge and skills of the teacher in the field of new information technologies in education:

- to know the principles of operation of a personal computer and its external devices;
- acquisition of modern software;
- Mastering the basic principles of working on the Internet and software;
- knowledge of methodological materials and scientific literature on the problem of using new information technology tools in teaching;
- to understand the possibilities of using a computer to manage the educational process;
- analysis of the didactic potential of the software;
- organizing and conducting trainings using new information technology tools;

- to independently search for information from the Internet, various electronic directories, databases, information search systems and dictionaries;

- to store information, to be able to analyze it and choose forms of representation;

- applying the obtained information to the issues being resolved;

2. Special knowledge and skills of teachers in the field of using the Internet:

- to know the main forms of telecommunication systems and general principles of operation;

- understanding the peculiarities of users' access to the Internet at different levels;

- to know the specifics of organizing and holding teleconferences;

- knowledge of telecommunication etiquette;

- to be able to use various means of telecommunication to exchange information with other users;

- having network information "navigation" skills;

- to be able to understand the specifics of using software tools for organizing distance education courses;

- ability to work with e-mail;

- ability to communicate with users through the network;

- work with modern hypertext and hypermedia systems;

- To be able to distinguish among the Internet information materials suitable for the purpose of education;

- to be able to prepare information for network transmission using various application programs and necessary utilities.

3. Pedagogical and psychological skills of the teacher and general knowledge and skills in their field:

- to know the personal styles of distance learning students in learning activities;

- to know the factors that determine the activity of students in distance education;

- to know the specifics of the process of acquiring knowledge in distance education;

- To know the features of organizing independent work of students in the information environment of the Internet;

- to have methods of communication with distance education participants;

- to be able to create a personal psychological-pedagogical portrait of students;

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- psychological support of students at the initial stage of educational activity;

- to be able to conduct a virtual educational psychological-pedagogical diagnosis;

- creating a psychological environment in a virtual study group;

- to prevent and resolve conflict situations.

4. General knowledge and skills of the teacher in the field of educational management:

- knowledge of modern methods of personal orientation - cooperative learning method, research method and other methods;

- to have individual, group and frontal methods of education;

- ability to adapt the form of teaching to the conditions of the Internet;

- ability to combine individual, group and frontal forms of education when working with distance students.

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