USE OF ELECTRONIC TEACHING AIDS IN THE EDUCATIONAL PROCESS

SCHOLASTICO-2021

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Abstract

This article presents the information about current situation on modernization of learning process in Uzbekistan, promotes the benefits of computer technologies in education and analyses the ways electronic aids and studies can be implemented on students' work. Moreover, this paper provides some data analysis on the knowledge of ICT among teachers as well as promotes possible solutions to increase the percentage of teachers who are aware of IT.

Key words:

Learning, education, electronic aids, ICT, computer technologies, courses.

Currently, a new education system is being formed in Uzbekistan, focused on entering the world educational space. The role and significance of information is growing as the most important factor that determines the nature and direction of the development of the pedagogical process. This is accompanied by significant changes in the pedagogical theory and practice of the educational process. Today, in the learning process, along with traditional printed publications, electronic teaching aids are widely used, which are used both for distance education and for independent work in full-time and distance learning. Electronic study guides act as assistants to teachers, taking on a huge routine work when presenting new material, when checking and assessing students' knowledge. It is important to note that the electronic manual is not an electronic version of the book, the functions of which are limited to the ability to navigate from the table of contents by hyperlink to the desired chapter. Depending on the type of presentation (lecture, seminar, test, independent work), the course of the lesson itself should be appropriately adapted to achieve the effect of using such a manual, and the manual itself should support the learning modes for which it is used. If used correctly, the e-manual can be a powerful tool for self-study of most disciplines, especially those related to information technology. As a rule, electronic teaching aids are built on a modular basis and include a text (audio) part, graphics (static diagrams, drawings, tables and figures), animation, full-scale videos, and an interactive block. The use of computer animation makes it possible to visualize complex schemes, processes and phenomena of the macro- and microworld, and to look inside the unique equipment. All this makes the educational process fun, vivid and ultimately more productive. To a large extent, the possibilities of electronic teaching aids are revealed in the independent work of students. All multimedia functions may be in demand here: animation and video, interactive components that involve the student in the educational process and prevent him from being distracted, the announcer's voice and selected musical accompaniment, and all the capabilities of a computer search system. Even the most complete textbook is not able to accommodate the entire amount of information that a student may need on a given subject; additional literature is always required. With the advent of the Internet and the rapid development of thematic sites and portals for various purposes, it became possible to find almost any information by connecting to the network and making several queries to search engines. But even with such a system of information retrieval, certain difficulties are possible. In this case, the advantage of the electronic manual is that all (or most of it) of the material necessary for mastering the discipline is collected in one place and students do not have to spend time searching for this material from various sources. In addition, the student can conduct a self-examination of the material learned if the textbook contains test tasks to test knowledge.

Let's list the possible areas of application of the electronic manual for independent work of students.

1. When studying theoretical material. Here, the electronic manual is designed to help the student to master the material in accordance with the program. The following features of electronic tutorials are useful: interactive presentation with the ability to jump to any fragment and return to the frame from which the transition was made; viewing animation and video fragments; the ability to interrupt and start from any fragment of the manual; the ability to demonstrate graphic images; the possibility of preliminary selection of material in accordance with the program, etc.

2. When performing laboratory and practical tasks. An integral part of many training courses is laboratory work, which can be carried out using electronic manuals. For disciplines focused on information technology, the use of electronic simulations is obvious. For example, in electronic manuals, working models are often used: for example, in laboratory work on local networks, all experiments can take place on the local network of the laboratory. This process is closest to life. In those cases when it is impossible to create the situation studied in this work, simulation programs are used. In addition, on the teacher's screen, statistics on assignments can be collected, which will take into account the difference in the speed of students completing assignments.

The electronic study guide should contain an excessive number of tasks so that, if necessary, the student can complete repeated and additional tasks on the same topic. The advantages of using electronic manuals while performing practical tasks include the fact that if, when completing an assignment, a student needs to refer to the lecture material, then he can easily find the lecture that he needed; all transitions should be provided, including those on logically related topics. If exclusively independent work is expected (without theoretical material), then the teacher may be provided with the ability to disable students' access to lecture materials.

3. When self-checking the acquired material. Many of the capabilities of computer technology can be useful when applied to seminars. Using the test tasks of electronic manuals, students can conduct a self-examination of the material they have learned, independently identify gaps in knowledge and study poorly learned material. Despite all the advantages that the use of electronic teaching aids brings to the educational process, it should be borne in mind that electronic manuals are only an auxiliary tool, they complement, and not replace, the teacher. The main goal of conducting various courses on information technology at the present time is to prepare teachers of institutions of primary and secondary vocational education for the design of electronic teaching aids, the use of ICT in the educational process. Conducting innovative design courses for teaching staff of educational institutions is due to the fact that in modern conditions of modernization of vocational education, changes in approaches to the design of content, the implementation of a competency-based approach, the problem of using active forms of conducting classes using ICT in the educational process becomes more relevant than ever. As part of mastering the program, teachers needed to master the knowledge and skills that would allow them to independently design an electronic textbook. At the initial stage of training, the ICT competence of the course participants was diagnosed using a questionnaire for entrance diagnostics. The purpose of the questionnaire is to select an individual trajectory for mastering the program and the topic of the final project. The level of preparedness of the students of the courses in the field of ICT application at the initial stage could be characterized as sufficient for the application of information technologies in pedagogical activity.

The results of the entrance research are as follows:

with a low level of ICT competence - 8%;

with an average level - 40%;

with a high level of ICT competence - 52% of students.

The mastering of the content was carried out in the process of independent work of teachers and masters. As part of the curriculum, the course leader conducted face-to-face consultations with the students, as well as on-line consultations on the materials of the lectures of each module. In addition, the teacher conducted individual consultations with the students when performing the final work. When designing an electronic textbook for the courses, students were offered demo versions of the iSpring Suite 10 program. The software shell is presented with a "friendly" simple interface, the ability to navigate to different materials through hyperlinks, additional options for inserting video, photo materials, presentations, the ability to play voice text, as well as the input of various kinds of multimedia such as video and photos. The form of the final control was the protection of the developed projects - electronic teaching aids. Several

works presented by students at the defense were recommended for submission to the editorial and publishing council of the institute. Teachers of vocational education institutions have prepared electronic study guides for students who will acquire the skills to learn throughout their lives and constantly replenish and improve their knowledge. The training of specialists will be as close as possible to the real conditions of their activities. The use of information technology will allow them not only to maintain their skill level, but also to constantly improve it.

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