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Research Article

APPLICATION OF INFORMATION-PROJECT TECHNOLOGIES USING A COLLECTION OF ELECTRONIC EDUCATIONAL AND METHODOLOGICAL COMPLEXES

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Ergashev J.J.
Senior Lecturer Of The Department Of "Higher Mathematics" Of Tashkent State Technical University Named After Islam Karimov, Uzbekistan

ABSTRACT

The article presents information about the application of information project technologies in the use of electronic educational-methodical complexes and the main components of the electronic educational-methodical complex. Also, four main types of electronic teaching-methodical complexes used in higher education were studied.

KEYWORDS

Technology, electronic educational-methodical complex, laboratory, experience, professional module, resource, project, practice.

INTRODUCTION

Electronic educational-methodical complexes (hereinafter EEMC) on the main, general professional cycles and subjects of professional modules with the participation of relevant subject teachers for the introduction of technology, including separate EEMC on the subjects of the curriculum; system of multi-level tasks of the project; guidelines for teachers on the implementation of the course were developed [1].

All project assignments are organized on the basis of computer telecommunications in an electronic information - educational environment.

MATERIALS AND METHODS

Methodological developments, recommendations and studies in the field of creating EEMC we can see in the works by A.A. Andreev, O.V. Baranova, S.A. Bashkova. As a result of our analysis, the main components of EEMC were identified: organizational-methodical, information-content, communicative, diagnostic [2].

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The organizational-methodical component includes:

- a brief description of the lesson and information about the authors, the time and place of the consultation;
- working program of science, professional module, practice;
- results of mastering general competencies and personal competencies;
- educational and methodological support of science;
- study schedule, course study recommendations;
- references.

The informative content consists of the following:

- purpose, tasks and structure of independent extracurricular activities;
- text resources - types of tutorial, text or web pages, file, link to file, web page or directory, Wiki module, dictionary, survey, etc.;
- audio lectures and video lectures;
- independent software products, including programming language programs or programs (for example, software for modeling professional activities, etc.);
- instructions for preparing for various types of classes, current control of knowledge and intermediate attestation.

All content of the course and additions to it, developments or additional information in it are approved at the meeting of the department and recommended for the introduction and implementation of the electronic educational-methodical course in the educational process. EEMC must comply with the requirements of the Federal State Educational Standard, regulatory documents of the organization on providing electronic education.

The use of information sources is one of the main means of meeting the knowledge needs of learners.

The communicative component is a space for interpersonal interaction, using all the possibilities of the EEMC package.

The main tools that allow the participants of the program to communicate with each other are: forum, e-mail, exchange of files with the teacher, chat, private message exchange.

RESULTS

Thus, the EEMC package allows to implement all methods of communication: student-student, student-teacher, student-EEMC.

The diagnostic component organizes the independent work of learners in the following ways:

- types of intermediate, final control;
- exercises using simulators to develop skills and knowledge;
- a set of tasks, tests, tests for self-control, etc.

All components of the EEMC help to complete graded project assignments prepared by the teacher.

The basis of the evaluative-resultative component is the evaluation activity: the final result of the joint activity, the assessment of the completion of the task, the evaluation of one's professional and educational activities.

In addition to the individual "student-teacher" communication, there is also a collective "student-student" communication in the execution of project assignments.

In the process of working at EEMC, students develop basic knowledge of organizing their own activities, as well as the activities of the entire team.

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The ability to communicate effectively with members of the professional community is formed.

Among our scientists, A.Kh. Gilmutdinov, R.A. Ibragimov divided EEMC into four main types used in higher education.

1. Introduction EEMC is a large lecture EEMC designed to introduce learners to key concepts, terms and main ideas. In such courses, as a rule, first-class tasks are carried out. A general introductory course can focus on developing knowledge and skills for working in EEMC, such as searching and processing data, managing various blocks and resources of EEMC.

2. Development of EEMC skills - this EEMC is designed to develop knowledge and skills acquired in primary courses. Practical exercises, seminars, knowledge and skill development exercises are included in this category. These courses are based on discussion of theory and application of theory to assigned professional tasks, with secondary tasks applied.

3. Theoretical EEMC is an EEMC in which the student is expected to be able to think critically about theory and research. In such courses, the practical application of theory usually takes a back seat.

4. For information, EEMC is an EEMC in which professional activity skills are developed. The course allows students to demonstrate what they have learned. Students, as a rule, perform project tasks at the third level.

Thus, depending on the content of the course and the teaching concept, the course creator includes the appropriate interactive elements and statistical resources provided in EATM, with which the content is filled and a specific type of course is created [3].

Information-project technology is implemented in the educational process under the guidance of the teacher in the motivational, cognitive, integrative-active and educational-professional stages as part of the independent work of the learner [1].

In the motivational stage - the motivation of learners to learn electronic courses as elements of preparation for future professional activity is formed. At this stage, the implementation of EEMC tasks focuses on students' self-organization, achievement of efficiency, success and self-confidence. This is achieved by reinforcing the material thanks to EEMC resources (lecture, course web page, forum, chat, assignments, etc.), solving problems according to the algorithm, completing tasks with repeated actions to get help from others.

The "Lecture" element of the course allows the teacher to organize the content or practical tasks (tests) in an interesting and flexible way. The teacher posts lecture material on the topics of the section on the training pages. At the end of the lesson, the teacher posts a page with questions on the topic. Depending on the answer chosen by the student and the strategy developed by the teacher, students can move to another page and study the next topic of the section; return to the previous page; they can repeat the topic or redirect it in a completely different way.

At the end of studying the chapter material, the "Test" resource is used to control the acquired knowledge. At the same time, it is possible to return to the home page an unlimited number of times to repeat the material in the "Lecture" resource; when passing the test, the teacher limits the learner with time and the student tries to pass.

This resource provides learners with an introduction to "time management" technology, which involves analyzing and planning time use. By analyzing the use of temporary resources, it is possible to determine the weaknesses of the chosen method of work, the loss of time, its inefficiency. To carry out such an analysis, it is

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necessary to organize time accounting by keeping records. Records are stored in the "Calendar" resource.

Notes help not to put off tasks for "later", to see mistakes in the organization of the work process, to see their causes and to develop ways to solve them. Time management refers to the ability to organize time to complete tasks and achieve specific goals. Effective planning requires setting clear goals and setting clear deadlines for achieving them. Goals and deadlines can be set by the teacher for a specific task and by the learner if the teacher does not set deadlines. In planning, it is necessary to be realistic in setting goals, as well as to coordinate them with the plans of the teacher and students when performing group tasks.

DISCUSSION

Learners master the methods and methods of working in EATM, evaluate its professional training opportunities, learn the main methods of self-organization: goal setting, situation analysis, self-control, planning and correction of their activities, which is their organizational knowledge, skills and corresponds to the formation of skills and helps to create internal motivation to optimize educational activities.

CONCLUSION

The cognitive stage is aimed at forming a system of basic concepts within the framework of mastering individual subjects with the help of EEMC. An Outcome is achieved by completing first-level information project tasks by learners. During the implementation of the project, the student learns to work in EEMC. Performs elementary actions and search, information processing operations. The teacher monitors and advises on the implementation of work through EEMC communication resources (forum, chat).

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