

USE OF MULTIMEDIA TOOLS IN ORGANIZING INDEPENDENT EDUCATION OF STUDENTS AND EVALUATING THEIR KNOWLEDGE

Jamilov Yusuf Yunusovich

Bukhara State Pedagogical Institute

Associate Professor of Technological Education Department

Muzaffarova Gulhayo Ikromovna

Pedagogical Institute of Bukhara State University

Theory and Methodology of Education and Training (Technological Education)

2nd Stage Graduate Student

Abstract:

This article talks about the current importance of the use of multimedia and software educational tools and innovative technologies in the organization of independent education of students in the field of technology and the assessment of their knowledge.

Keywords: Independent education, credit module, science (module), assessment of student knowledge, syllabus, platform, web quest, e-mail, synchronous teleconference, network dialogue.

General information on the organization and control of independent education of students in the credit-module system in higher education institutions

The independent education of the student in the auditorium and outside the auditorium (without taking into account the hours of the auditorium allocated in the curriculum) is carried out in the form of independent work under the direct supervision of the teacher or independent study of subjects in the subject (module) by the student means a set of academic works.

Independent education is a systematic activity aimed at forming theoretical knowledge, practical skills and competencies based on independent mastering of educational material, tasks of different complexity levels, creative and independent performance of practical tasks in the audience and outside the audience. Independent work is an active method of education that solves the educational task under the teacher's instructions and guidance. Independent work is the organization and implementation of specific activities of students in connection with the set goal. Student's independent work is his activity based on high level of activity, creativity, independent analysis, initiative and timely and perfect performance of all tasks. The type and form of independent work is determined based on the characteristics of a specific educational direction (specialty) and subject (module).

A student whose results of independent education have not been assessed will not be included in the final examinations or will be given a conditional transfer deadline. It is recommended

that 1/2 of the intermediate and final control questions on the subject (module) be based on the topics and literature recommended for independent study. Students' independent work is not monitored during the course load of the subject (module). A student can get advice offline or online once or twice during the contact hours indicated in the syllabus (Syllabus) regarding the completion of independent work assignments.

The independent work tasks uploaded by the student to the electronic system (platform) must be checked by the professor and the result should be notified to the student within a specified period. The evaluation of the results of independent education is reflected in the general evaluation system (100 points) of the subject (module), and the points assigned to it are clearly indicated in the evaluation criteria of the subject program (Syllabus).

FORMS AND TYPES OF ORGANIZING INDEPENDENT EDUCATION

Independent education of students should be organized in the following ways:

- preparing for audience training;
- performing independent work tasks outside the auditorium;
- to read and study the subjects of science (module) independently in Information-resource centers, houses (student residences).

Preparation for audience training is carried out in the following forms:

- preparation for lectures, seminars and practical trainings;
- preparing for seminars and conferences;
- preparing for colloquiums;
- searching for answers to the problems of interest through frequently asked questions (FAQ-frequently asked questions) by means of educational programs;
- participation in forums - exchange of ideas on scientific topics on telegram channels or distance education platforms;
- web-quest - to strengthen the knowledge of the subject (module) by practicing in teacher test programs;
- preparing for control work;
- preparing for the test (requirement);
- preparing for the exam.

It is recommended to carry out independent work outside the auditorium in the following types:

- to express one's personal opinion on a current topic in writing in critical, journalistic and other genres (for example, an essay);
- preparation of lectures;
- writing a term paper;
- writing a synopsis;
- creating a glossary;

- creating an individual and collective educational project;
- performing case assignments;
- creating thematic portfolios;
- work with information-analytical materials;
- work with resources;
- creating an infographic;
- creation of graphical models (intelligence card, frame, logical graph, etc.);
- creating multimedia presentations;
- preparation of methodological developments of lessons;
- preparation of extracurricular activities;

Other types of independent work can be used depending on the nature of the educational direction (specialty).

When organizing independent work, it is recommended to use information technologies for the following purposes:

1. Searching for information on the network - using a web browser, database, information search, information and reference systems, automated library systems, electronic journals. Independent tasks related to information search and processing include: writing reviews of sites related to the topic; analysis of existing abstracts on a certain topic, their assessment; write your version of the lecture plan or a certain part of it; making a list of used literature; making videos from practical trainings; preparing a lecture on the topic; conducting a discussion on the topic; work on a web quest prepared by a professor or found on the Internet.
2. Implementation of dialogue on the network - use of e-mail, synchronous teleconferences. Dialogue in the network can be organized in the following way: discussion of lectures held or planned to be held; communicating with experts or students in a synchronous teleconference (chat).
3. Creating a thematic web-page, web-quests (assignments) - using html-editor, web-browser, graphic editors. The following methods can be used to create a thematic web page, web quests (assignments): placing creative works done by students on the site; publishing a list of literature on the topic; creation of thematic web pages on individual and small group work; create web quests to work on the topic and post them on the course site.

Students' knowledge is evaluated based on the following criteria:

- that the student makes independent conclusions and decisions, can think creatively, observes independently, can apply the knowledge he has acquired, understands the essence of the science (subject), knows, can express, tell and has an idea about the science (subject) when found - 5 (excellent) grades;
- when the student conducts independent observation, is able to apply the acquired knowledge in practice, understands, knows, can express, tell the essence of the science (topic) and has an idea about the science (topic) - 4 (good) grade;

- when the student is able to apply the acquired knowledge in practice, understands, knows, can express, tell the essence of the science (topic) and has an idea about the science (topic) - 3 (satisfactory) grade;
- when it is considered that the student has not mastered the science program, does not understand the essence of the science (subject) and does not have an idea about the science (subject) - he is evaluated with a grade of 2 (unsatisfactory). Assessment of students' knowledge is carried out in a 5-grade system. If a student does not pass the intermediate and (or) final test for valid reasons, it is allowed to resubmit the relevant test based on the order of the dean of the faculty.

The use of multimedia tools in the assessment of students' knowledge and the organization of independent educational processes is very effective and creates new opportunities. In both of these processes, the visual appearance allows students to concentrate, work independently, and use information and communication tools effectively.

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