

THE IMPORTANCE OF USING INFORMATION TECHNOLOGIES IN GEOGRAPHY EDUCATION WITHIN THE CONDITIONS OF THE CREDIT MODULE SYSTEM

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Annotation

The article describes the role and importance of information technologies in the process of organizing distance education and independent education of geography under the conditions of the credit module system, the principles of using information and communication technologies and distance learning opportunities in the process of geography education.

Keywords: Credit module system, geography education, independent education, distance learning, information technology, teacher, moderator, tutor, advisor, facilitator, invigilator, multimedia tools.

Article 16 of the newly adopted Law No. 637 of the Republic of Uzbekistan on Education (September 23, 2020) defines the criteria for using Distance Education, which states that Distance Education it is noted that in accordance with the curricula and educational programs, the necessary knowledge, qualifications and skills were acquired remotely by using information and communication technologies and the Internet global information network.

Computer education - as a model of the pedagogue's activity of collecting and transmitting information in managing cognitive activities of students, which includes reading, independent education and self-control, computer technology, telecommunication tools and is education organized on the basis of software and methodological support.

Computer equipment is the most popular type of information technology tools. At the same time, in the educational system of computer technology:

- learning object;
- technical means of teaching;
- education management technology;
- is used as a means of organizing scientific and pedagogical research.



In the process of computer education, cooperation between a teacher and a student is organized in certain ways. They are:

- Internet communication;
- communication via e-mail;
- electronic conference;
- video conference;
- Internet demonstration;
- teleconference and video phone;
- multimedia;
- Chat communication system;
- Web forum system;
- Electronic seminar;
- Educational portal;
- Website;
- Skype system.

The development of distance education is inextricably linked with technical progress, and the perspective of distance education is determined by the effective use of innovative technologies and tools in the field of education.

The role of information and communication technologies in the process of geography education is becoming extremely important. It is known that open or closed online courses are organized by leading experts and scientists in each field.

It is necessary to pay attention to the formation of the culture of students using these courses, the skills of a rational approach to the lectures presented in them.

In the process of geography education, it is advisable to observe the following principles when using the above-mentioned information and communication technologies and distance learning opportunities:

1. The principle of interactivity (it not only provides communication between the student and the teacher, but also creates interaction between students).
2. The principle of having basic knowledge (in the distance education system, students should prepare in advance, be provided with technical tools - computer, model, electronic board, etc., connect to the Internet communication system, and have the skills to work effectively in this system are important).
3. The principle of individuality (this principle represents the conduct of current, intermediate and final controls in the real educational process, the creation of individual educational plans based on the analysis of their results).



4. The principle of identification (it is a form of monitoring the results of independent education in the distance education system, the use of direct communication video conferences to study the level of knowledge, skills and qualifications of learners, using effective technical tools for this purpose refers to lling).

5. The principle of education based on specific time (according to it, the educational schedule is strictly planned and strict adherence to the planned schedule is monitored).

6. The principle of pedagogical purposefulness of the use of modern information technologies (according to it, the appropriate use of existing technical means in the design, creation and organization of the distance education system should be analyzed and allowed in their use possible errors should be avoided).

It is considered that the technology of distance education was formed in 1969 on the initiative of the Prime Minister of England G. Wilson. But distance education was created much earlier, that is, during the formation of the first stable, regular postal communication. Since 1858, the University of London has allowed all applicants to study independently, to take examinations for academic degrees in all majors and in all fields.

The activity of teachers in the organization of distance education is not limited to the transmission of educational information. Therefore, several specialists are involved in the organization of this type of education. They are named differently according to their functions.

In particular:

1. The teacher is the author of the educational and methodical manuals used in the organization of distance education.
2. Moderator - a pedagogue who heads (manages) seminars, trainings, roundtables and forums organized on the basis of distance education (he ensures the correct organization of the communication process, summarizes the opinions expressed, and completes them if necessary "grows, develops independent thinking and working abilities of learners, activates cognitive activities).
3. Tutor - a teacher, coach who chooses interactive methods for training courses, establishes an educational relationship between the lecturer and the student.
4. Adviser is a consultant who provides methodical assistance during the individual, independent implementation of graduate work, course projects by students.



5. Facilitator - a pedagogue who directs the results of the activity of the groups using the distance education service to find a scientific solution to the problem, develops the dialogue that occurs in the groups, and also evaluates the activities of the groups objectively and effectively.

6. Invigilator is a specialist-pedagogue who monitors the results of distance education.

Methodology of organizing distance education. Organization of distance education in higher educational institutions is a specific process.

According to the distance education system, classes are conducted in the form of lectures, practicals, seminars, laboratory exercises, coursework, tests (CC, IC, FC), counseling, and independent work.

In essence, the organization of distance education depends on the positive resolution of a number of economic issues. After all, the organization of this education requires the availability of financial resources required for the use of information and communication tools, specially equipped auditoriums, information systems.

Therefore, every pedagogue should be aware of the essence of this issue in the system.

Pre-recorded video lectures create conditions for students to listen and watch lectures, maximum communication, quick exchange of messages, assignments through the network allows students to learn through mutual feedback.

Organization of on-line lectures and off-line consultations. The process of implementing individual-oriented education with the help of online lectures requires the development and use of modern, multi-disciplinary, subject-oriented multimedia educational tools. They include a wide database, educational knowledge base, artificial intelligence systems, expert-tutoring systems, laboratory practices with the possibility of creating a mathematical model of the studied process and phenomena. On-line lectures are useful due to the possibility of taking into account the individual characteristics of learners and helping to increase their interest (motivation), as well as due to the qualities of compatibility, interactivity, and flexibility of various types of educational information. and productive educational technology. The provision of interactivity is one of the important achievements of online lectures compared to other means of presenting information.

On-line lectures provide relevant information according to the needs of the learner. On-line lectures allow you to control the presentation of information to a certain extent: learners can individually change the settings specified in the program, study



the results, respond to the program request about the specific wishes of the user, provide materials. can set the speed and number of repetitions. But it is important to consider a number of aspects when using an online lecture. It is required that the educational materials presented in the on-line lecture should be easy to understand, presented through modern information and convenient tools. In order to fully reveal all the possibilities of an online lecture and use them effectively, students need the support of a potential (competent) teacher. As with the use of textbooks, in the use of multimedia tools, the educational strategy is enriched with content only when the teacher is engaged not only in providing information, but also in helping, supporting and managing the process. possible Presentations enriched with beautiful images or animations are usually more attractive than plain text and can complement the material being presented and provide the necessary emotional level.

Multimedia tools can be used in a combination of different educational areas and can be used by people with different mental and age characteristics of learning and receiving knowledge: some learners learn directly through reading. , while some prefer to learn and acquire knowledge by hearing and others by watching (video films).

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