Specific Peculiarities of Organizing Educational and Field Practice Through Information Technology

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Annotation

Information technologies in the process of conducting field practice, improving the effectiveness of pedagogical methods, changing the work of teachers, improving their working methods, the use of pedagogical systems during continuous field practice. This contributes to a simpler and more meaningful solution of specific tasks in the organization and management of pedagogical processes.

Keywords: practice, process, problem, approach, information, technology, approach, stage, source.

Introduction. Today, when organizing the educational process in students, it is also considered important to carry out non-audience training of the organization of the educational process in combination with theoretical knowledge. In this regard, the study highlighted the specific aspects of the use of Information Technology in the organization of field practices, not approached from the An-traditional habits of organizing field practices.

And in this place in the organization of educational and field practice, the relevance of the use of Information Technology in conducting educational and field practice is that it serves as an inexhaustible resource for students to take cognitive activity to a new level. Scientific research has been carried out by a number of scientists from the Republic and abroad on the use of Information Technology in biology education.

It will be possible to use information technology in the process of educational and field practice in the following forms:

1) online classes prepared on specific topics;

2) computer classes-as visual material;

3) Organization of Group and individual work of students;

4) Organization of research and research activities of students.

Improving teaching methodology, techniques and audiovisual tools have a huge impact on the quality of teaching as well as the management of the educational system.

Monitoring technical conditions: it is necessary to correctly select and place video technology in the auditorium, pay attention to hygienic requirements, take into account the age characteristics of students when displaying video material in the lesson.

Videotape, as a means of transmitting information, makes it possible to widely use in the educational process.

Using videotape: travel around Countries, video sessions, integrated lessons, video reports, drawing up a base synopsis plan or writing a statement on the content of the video; visiting exhibitions and museums, entering the world of music; presenting experiments and schemes on a film basis in

laboratory and practical classes; giving oral instruction or an overview of The shown video; use as illustrations or projects, etc.k.

In the process of educational and field practice, it is necessary to associate with practice the theoretical knowledge that is given to students from educational materials given in electronic copies, to create problem situations in this, to solve the problem posed together with students, to form independent thinking skills in them, to help them realize the essence of the mentioned topic.

The use of new information technologies in the process of educational and field practice leads to an increase in the effectiveness of pedagogical methods, a change in the labor activity of educators, improvement of their working methods, structural changes in pedagogical systems. This puts specific tasks in the organization and management of pedagogical processes.

Effective organization of pedagogical processes in the modern information technology environment: the distribution of labor between teachers; the unification of educators and computer programmers, specialists in the team creating distance learning courses and Electronic Literature; the improvement of the organization of the pedagogical process and monitoring the effectiveness of teaching activities.

Modern interactive technologies of pedagogical activity:

ease the complex process of creating courses in connection with the rapid development of the technological basis of Education;

the formation of special qualifications when creating training courses;

due to the openness of distance courses, the need to control the quality of their quality requirements and educational materials;

the role of student activity in the educational process increases, the process of learning shifts from teacher to student;

based on the use of interactive technologies, it ensures that the teacher creates the opposite connection with each student.[9]

 - (**Analysis and results**). Computer as an object of study: programming, programming the computer to perform clearly indicated actions; preparation of software products; performs the functions of studying various information environments.

The teacher's activities in computer technology are as follows:

I. Preparation for the transition to training (preparation of the graph of the educational process, external analysis, final control.

II. Preparing the audience for training. Control group and student activity during the lesson.

III. With the help of a computer, the teacher enters an individual organ with each student, organizes teaching using a computer, taking into account its peculiarities.

IV. Selection and preparation of the information environment according to the content of the subject being taught.

When performing the above functions, students and teachers are required to have sufficient computer literacy knowledge. Increasing computer literacy is included in the education informatization program. In the use of computer technology, pedagogical programs are used that are written in computer memory and are obtained from their telecommunications resources.[12]

A distinctive feature of the use of Computer Technologies is the fact that the volume of auxiliary information in them is several times larger than in other sources, the presence in itself of a computerized data environment, such as hypertext, multimedia, microdunion, imitation education, electronic communication.[8]

As a result of the use of Information Communication Technologies in educational and field practice, it is envisaged to achieve the following goals: to develop and support the student's ability to

think systematically; to stimulate and apply all activities aimed at acquiring knowledge, to further expand and strengthen the knowledge and skills acquired by him; to bring to life the principle of individualization.

The goals and objectives of using information communication technologies in the field of education can be divided into several groups.

The goals of the first group include describing the reaction mechanisms that take place in the biological system, graphing, etc. For example, to determine the degree of dependence of the intensity of photosynthesis on other factors.

The second group includes modeling tasks. The ecological aspect of biology is based on model building, through which it is possible to explain all the processes studied. In biological education, modeling is used to assess the degree of survival of biological systems. Through modeling, students are content with the skill of thinking and solving specific issues. [11]

All models used in training-field practice can be divided into two groups, according to their obects:, micro and macro world. We can include in the microwave the structure of cells and the processes taking place in it. The macrodunio object, on the other hand, can include experiments carried out in the flora and fauna, their reproduction, development throughout life, in addition to modeling processes in ecosystems (biogeocenoses, biotures, etc.k) is part of the macro world object.

In addition to the above possibilities, the use of the computer in biology lessons makes it possible to take the principle of exhibitionism to a completely qualitatively new level.

The third goal group includes the creation of an information and educational system that allows you to independently study the material.

The fourth group of goals includes the task of creating simulators aimed at the development of practical classes by students on their own, strengthening the acquired skills and further development.

(**Conclusion / Receptions**). As a conclusion, it can be stated that all of the above arguments are for students, each of which creates the conditions for the creation of a flexible educational system that allows them to acquire knowledge at the desired system and level.

Stages of preparation for conducting educational and field practice through information communication technologies:

Stage 1-technological (identification of methods of using information communication technologies: ways of working with the computer of students);

Stage 2-meaningful-organizational (selection of the topic, identification of goals and objectives, planning of teacher and student activities, assessment of the form of study of educational material and the effectiveness of selected methods);

Stage 3-process (conducting a virtual excursion based on the use of Information Communication Technologies, implementation of the established goals and objectives);

Stage 4-analytical-reflexive (to analyze student activities at all stages of practice, to justify the effectiveness of the application of Information Communication Technologies, to assess student knowledge).

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