



Application Of Blitz-Question Method in The Process of Laboratory Training on The Subject "Information - Communication Technologies".

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ABSTRACT

One of the important requirements of modern pedagogy is the use and introduction of information and communication technologies in the organization of educational processes in the article. Therefore, the above-mentioned Blitz-survey method is easy to use and helps to get important results.

Keywords:

Continuing education, information and communication technologies, innovative pedagogical education, Blitz-questionnaire, small groups, sequence of actions, logical thinking.

The transition to a new system of continuing education in the country has a number of tasks, namely, to educate young people to meet the requirements of social and scientific-technical development, to teach them the basics of information and communication technologies, to continuously improve their knowledge and apply it in practice.

The process of teaching students the subject of information and communication technologies can be divided into three types: lectures, practical classes, laboratory classes. Considering the level of importance of other aspects of the lessons, we will consider some experiences in the organization of laboratory classes.

In order to increase the creative activity of students, a special method of conducting laboratory classes with the group was developed. This method is called "Blitz-survey" in innovative pedagogical education.

Description of the method. This method is aimed at teaching students to organize the sequence of actions, to think logically, to choose from a variety of ideas and information based on the subject, as well as to be able to think of others and plan their activities and days.

The purpose of the method. Through this method, students are first able to independently determine the sequence of actions shown in the papers distributed to them individually, to transfer their opinion to others in small groups or to remain in their own opinion, to develop the ability to agree with others.

The order of training.

This method is carried out in several stages: the teacher gives the students an idea that this session will be conducted in several stages. He warns them that each stage should be given a specific time to complete the tasks, and that the listeners should use this time effectively:

the teacher gives all students a separate handout and asks them to study the material carefully;

the teacher explains the content of the handout and the task to be performed (correct definition of the sequence of actions given in the handout, the need to put the sign with numbers in a separate section on paper); emphasizes that the task given in the handout is initially performed individually; each student, based on his / her own opinion, numbers the logical sequence of actions given to the "individual assessment" section of the handout;

when the students have completed their individual work, the teacher asks them to form small groups of 3 people. Small groups can be organized according to students' wishes or by numbers;

students in small groups introduce each other to the sequence of actions outlined in the "individual assessment" section of their paper, and then they combine three different sequences of 3 people (arguing, arguing, and interacting with each other). convincingly agreed) and assigned alternative numbers to the "group price" section of the handout;

when all the small groups have completed their work, the teacher gives all the correct answers according to the sequence of actions, ie asks the students to write the numbers of the sequence of actions stated by him in the "correct answer" section of the papers distributed to them;

the teacher compares the numbers in the "correct answer" section with the numbers in the "individual assessment" and "group assessment" sections and subtracts them, and asks them to write some in the "individual error" and "group error" sections, respectively; the teacher gives an idea of the total number of individual and group errors and interprets each of them separately;

At the end of the lesson, the teacher comments on the work of some groups during the lesson and assesses students' knowledge based on the criteria in the application, or each student determines his / her grade as shown in the application, depending on the number of correct answers.

Note: An example is a table of blitz-queries on the topic of Microsoft Word (each teacher can create a blitz-query using this table based on the current or previous topic in his subject).

Blitz query: Microsoft Word

Group assessment	Group error	Correct answer	Error Alone	Individual	Microsoft Word program menu bar sequence	Location
		1			File	1
		2			Home	2
		7			Edit	7
		6			To Links	6
		8			View	8
		3			Insert	3
		4			Page layout	4
		5			Links	5
		1 2			Constructor	12
		1 3			Model	13
		9			Settings	9
		1 1			Foxit Reader PDF	11
		1 0			ABBYY FineReader 11	10

7-8 correct answers - "satisfactory"

9-10 correct answers - "good"

11-12 correct answers - "excellent"

Methodological Manual

When using special methods of processing information in the form of text, the text can be divided into a whole view or a separate part of it, if necessary, a separate phrase, word and even a single character as a block. This can be done in two different ways. In the first method, using the mouse, the cursor is moved to the border of the phrase that needs to be blocked, and the mouse is moved by pressing the left mouse button. In the second method, the cursor is moved by pressing the Shift key and the → key. We see that the highlighted part of the text is painted in black. In this case, you can perform special actions specified in the Main or Retsenzirovanie menu on the selected part of

the text. For example, after a piece of text is blocked, click the Home button, select the Size action, and in the active window, select the number 48 and click OK. It is observed that the selected piece of text is sharply larger. To edit the color of a selected piece of text, select any color by activating the Home - Font - Color text sequence. For example, replace the word "apple" with the word "pomegranate" throughout the text. Initially, the word "apple" is separated by a block. Then select actions from the Home - Edit group and enter the word "Pomegranate" in the active window and click OK. As a result, the word "apple" is replaced by the word "pomegranate" in all parts of the text. The successful acquisition of new knowledge by students in laboratory classes is associated with the creative activity of each student who participates in laboratory classes, which increases the sense of responsibility in each student. In this way of analyzing the learning tasks and results obtained by the students, all the students become active participants in the group, each student becomes an active participant, both a listener and a speaker.

In short, the above method is aimed at teaching students to organize the sequence of actions, to think logically, to choose from a variety of ideas and information based on the subject, as well as to communicate with others and plan their activities and days. The appropriateness of this method in developing students' ability to independently determine the sequence of actions presented in the papers distributed to students, to communicate their ideas to others in small groups, or at the same time to remain in their own minds and to agree with others. had an opinion.

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