International Conference on Artificial Intelligence and the Future of Inclusive Education
01-02 March, 2025
ISBN Number : 978-81-977564-4-3
https://www.papers.online-conferences.com/index.php/titfl

The Role and Effectiveness of Audiovisual Technologies in Online Education

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Abstract: This article examines the problems of digital didactic engineering in modern education based on audiovisual technology as a new tool in the process of online learning. Studying this issue allows us to assess the role of the teacher's personality as a person who integrates traditional and digital methods into a single educational complex.

Keywords: communication, audiovisual, didactics, engineering, education

Introduction

Pedagogical activity, apparently, is associated with the emergence of new technologies and their development in the public consciousness. The Internet, which has become an integral part of society's life, plays an important role in this Erdogan. The advent of the Internet has led to a rapid increase in the popularity of tours. Apparently, these trainings were caused by the fact that a quarantine was introduced in Sayre. In all countries of the world, on-line allows organizers of such events to use Internet resources for holding summits. The online timer is designed to detect delays and delays in online data transmission. For example, in online communities where you can learn about how the facial recognition system works, Samaritans will be able to learn how the facial recognition system works and how the facial recognition system works.

The theory and practice of didactics are based on the doctrine of didactics. Speculative didactics has its own goals and objectives, their content and methods. They came to the conclusion that didactics is not a science, but an art.

From the point of view of the formation of his research methods, the existence of a specific structure and logic, This is undoubtedly the theory of scientific Science - Education and upbringing. However, at the stage of introducing the basics of this theory into practice, a teacher whose activities are more in line with the concept of art will be necessary.

As a result of this situation, some scientists understand didactics as a theory of learning, and others as the art of teaching. Perhaps both groups are right in their own way. At the same time, didactics as part of pedagogy is not only science, but also the art of education and upbringing.

The introduction of new technologies leads to a revision of the traditional concept of didactics due to its failure to fully meet the requirements of the information society.

The rapid development of information and communication technologies (ICT) is causing didactics to include educational engineering in addition to science and art. Such an addition to traditional didactics contributes to its transformation and formation as a developing field, seeks to expand the theoretical base of educational foundations by harmonizing research and teaching. One of the results of such an expansion

of the scientific field was the emergence of solutions based on the harmonization of teaching and teaching processes with engineering methodology.

A similar direction in educational theory is called didactic engineering. The main purpose of didactic engineering was the analysis and development of teaching technologies. This goal is achieved through the use of a scientific method in the development of teachers ' activities. The application of scientific methods in this way leads to the development of analytical and design thinking skills in the creation of various didactic systems, processes and situations.

Didactic Engineering has a double feature: it is both a product and a process of educational activity. This is a product of didactic analysis and development, as well as the process of introducing the designed educational product into the educational environment.

So, as a teaching activity, didactic engineering can be defined as a sequence of stages for the analysis, development and design of educational products and their use in the educational process to obtain the expected educational results.Онлайн таълим хизматлари бозори барқарор ўсиб бормоқда. Масалан, Эл-Пасодаги Техас университетининг (АҚШ) ўқитувчилар малакасини ошириш факултетида асосий ўқув курсларининг қарийб 50 фоизи онлайн тарзда ўтказилади. [2]

To expand online services, leading universities are creating consortia of mass open online courses-Mooss (Moos = Massive Open Online Courses, e.g. Soursera, Udasity, edx) - to start specific programs to support the development and delivery of online services. courses, as well as the development of new tools for online education systems.

In addition to the transition of many disciplines of universities, including teacher training courses, to an online format, there has been a need to revise the training of school teachers themselves.

Instead of training traditional teachers, the focus is on a new type of teacher training - teachers who are in high demand for knowledge in the digital age and have the ability to design effective online education.

In addition, in the digital age, a teacher is not just an online tutor, he or she becomes, in a sense, an analyst and manager of information resources, a developer and designer of courses, modules, and lesson plans using interactive multimedia tools..

With the changing role of the teacher in the digital age, an important question arises: what kind of teachers are needed in the digital age?

According to the National Educational Technology Standards (NETS), promoting learning in the digital age should meet the following standards:

(1) facilitate and inspire student learning and creativity;

(2) design and develop digital age learning methods and assessment systems;

(3) model digital age work and learning;

(4) encourage and model digital citizenship and responsibility;

(5) track your professional growth and leadership.

A similar set of standards has been published by UNESCO.

At the same time, the American ISTE standard for teachers to "design and develop teaching methods and assessment systems for the digital age" requires the teacher to expand his role to a design engineer - someone who knows and can design and build effective learning environments.

In traditional education, the three roles mentioned above (teacher, didactician, engineer) exist separately.

Integration implies a reconsideration of the main role of the teacher in the digital age: traditional teaching is being transformed into an engineering-oriented teaching based on scientific achievements.

This transformation requires teachers to understand educational theory and the sciences of learning in order to effectively develop educational goals, digital content and assessment, and to establish connections between goals, content and assessment.

However, it is known that theory without practice is blind. Didactics needs a teacher who can apply theory in practice. And here we cannot ignore the segment of "art", which plays an important role in the

professional skills of the teacher, his personal qualities, teaching culture and style, creativity and talent, teaching philosophy, etc.

We also cannot ignore the important historical fact that the founders of dialectics-didactics, Hugo, Rami, Rathke, Comenius, perceived didactics primarily as the art of teaching.

Indeed, some scientists understand didactics as a theory of learning, while others understand it as the art of teaching. Perhaps both groups are right in their own way. At the same time, didactics, as part of pedagogy, is not only a science, but also the art of education and upbringing[3].

It is clear that these two versions of didactics (didactics-science and didactics-art) cannot be separate. A central question arises: what connects them? What is the mechanism of transition from one version of didactics to another?

Perhaps this connection should allow the teacher to effectively apply didactics-science in teaching practice. This is, first of all, the ability to teach effectively.

To do this, the teacher must be able to comprehensively and meaningfully analyze the learning process and situations, select and design various didactic products (e.g., learning objectives, content and activities, assessment system, etc.). In other words, didactics should be considered not only as a science and art, but also as a design activity.

Therefore, we propose to define didactics as a science, engineering and art of teaching. This revision is important from the point of view of redefining the role of traditional didactics in designing learning in the digital age. The new didactics of e-learning is called e-didactics [4].

Within e-didactics, we consider the following levels of ICT use: low, medium and high. The low level of ICT is characterized by the spontaneous use of individual technological tools such as calculators (including graphing calculators) or basic programs (Word, Power Point, Excel) in the educational process.

The medium level involves teaching with extensive use of digital technologies and multimedia tools. The high level involves the use of learning management systems to support the e-learning process. The educational format is divided into traditional (f2f - face-to-face), hybrid (or blended) and distance (online) education. If the traditional didactics zone is a low level of use of technological tools in teaching and learning, mainly in the f2f format, the e-didactics zone is directed to the virtual space using digital tools outside the traditional boundaries of teaching and learning. multimedia tools and distance learning systems.

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