

OPPORTUNITIES OF E-LEARNING ENVIRONMENT TO IMPROVE THE QUALITY OF EDUCATION

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ABSTRACT

The role of staty technology in technology virtualization in prepositions is in the system of visualization, in V-Academy, in the use of V-Academy, technology and remote control.

Keywords: Electronic manual, bioorganic chemistry, animation, famous scientists, interactivity.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

E-learning is a technology that enables fast-paced learning in the fast-changing world, making the course we are learning new and exciting, constantly changing the content of the course, as well as giving students the latest information.

The introduction of e-learning into the education system depends primarily on the intellectual potential of the society, including the education of information and the development of information and educational resources. In the developed and developing countries of the world, special attention is paid to informatization of education, including the introduction of e-learning. Today, major universities throughout the world (US and UK) are developing their own MOOS courses, exploring new ways of teaching, applying fraudulent technology for negotiating forums for individual courses, encouraging professors to deliver online lectures, and giving staff time to interact with students.

In the educational process, information and communication technologies provide easy access to a large flow of information that is more interesting, reliable, and more relevant to the classroom and independent lessons. The main advantages of using ICT in education are: Distance learning and education; Automation of assessment; Joint production and training; Electronic (online) education and training (attracting foreign students).

The use of textbooks and tutorials, in contrast to the media, allows students to respond quickly, to the different types of learners, to reproduce, explain, and master more complex topics for students with deeper training.

With the help of laboratory equipment, time spent in repetitive processes can be allocated to mathematical modeling of more important issues that require a creative approach to thinking and professional development.

It also facilitates the use of information and communication technologies and e-learning tools in a continuous learning process and the creation of a database for the educational process in students' future professional activities.

The main goals and objectives of using e-learning tools in teaching bioorganic chemistry to students of chemistry education:

The use of e-textbooks in lectures, hands-on activities, lab sessions and independent learning within the allotted class hours, taking into account the educational needs, teaching and introducing laws, their scientific bases, theoretical and practical issues needed to solve them;

To develop creative thinking, logical thinking through step-by-step reinforcement and deepening of knowledge through e-learning tools;

Formation of research and professional skills of students;

The use of e-learning tools and the development of e-learning tools.

Given the importance of e-learning tools today in improving the quality and effectiveness of student activities, we will methodically analyze the practical significance of e-learning tools in teaching bioorganic chemistry.

It is the teacher's responsibility to select and implement an electronic textbook based on the learning process (day or correspondence) in the lecture, practical and laboratory classes, and on the direction of education. First and foremost, a teacher of science is required to have complete theoretical and practical skills in the areas of applied bioorganic chemistry on specific topics.

Pedagogical software tools such as Crocodile Chemistry, Phet, Crocodile Technology, v-academia are a simulator that allows you to visualize a process and use it to introduce students' theoretical knowledge to virtual reality during lectures.

As with all areas, there are objections to the use of simulators. First, the inability of simulators to fully represent actual objects and processes. Secondly, there is a large discrepancy between the results obtained in simulators and those generated in real-life experiments. Some form of simulators are designed to support student aspirations. However, the benefits of using simulators have their advantages.

Low cost; Simplicity and ease of study; Technical and environmental safety;
Speed; Continuous update.

Therefore, the use of simulators cannot be restricted. Below are some of the software tools that can be used in the teaching of chemistry. Crocodile Physics has been refined by Crocodile Clips Ltd since 1994. This program is a simulator for the students of higher educational institutions, which allows creating and monitoring virtual laboratory work on the natural, scientific, physical, chemical, electrical, optical and wave phenomena departments. The program can be used extensively in practical and laboratory work as well as in organizing demonstration experiments. Currently, the program is widely used in more than 40 advanced public education institutions, including more than 50 syllabuses, more than 150 chemistry models, computer-aided chemical modeling, implementation and monitoring of complex laboratory and laboratory tests. powerful instrumentation of the program, the ability to calculate the value of the experimenters with greater accuracy.

Crocodile Technology 3D includes electronic design, PIC (Peripheral Interface Controller) software, 3D 3D mechanisms (mechanical engine, gear and toothless gear, and other objects) 3D viral, 3D 3D modeling from the hearts of people of all ages Maya, There are many software products like ZBrush, Blender, 3ds Max. The program enables the use of modern information technology to help students in higher education in electrolysis and metal conductivity to simulate and model complex electrical circuits.

The Crocodile Chemistry software allows you to study the chemical and physical properties of all the elements contained in the Mendeleev table. It is usually impossible to trace the process (at the molecular level) of the molecules involved in the chemical reactions at the molecular level.

Through this program, it is possible to model chemical processes, conduct different reactions, and most importantly, to do so safely. Students who use this program will develop the skills for research, creative thinking, analysis of the results.

The capabilities of the program are vast and can be widely used in practice, and most importantly, in virtual laboratory work.

The principles of using these software in the learning process are as follows:

Use of the software in situations where the experiment is impossible or unobservable;

Illustration of problem-solving and problem-solving;

Ability to view quantities through qualitative and quantitative links using software during laboratory work;

Work on a variety of complex tasks with the help of the software, to work independently. The use of object-oriented programming languages in e-textbooks on bioorganic chemistry is of particular importance. Using an innovative programming environment it is possible to design laboratory works in chemistry and to develop software products. However, sufficient knowledge, skills and abilities are required for the use of programming languages in the learning process.

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