

## DIDACTIC BASIS FOR THE ORGANIZATION OF PEDAGOGICAL WEBINARS

**Abilova Gauxar Orinbekovna**

Senior Lecturer of the " General pedagogy and psychology" department  
Navai State Pedagogical Institute. Uzbekistan

### ABSTRACT

The article discusses the features of pedagogical activity in the conditions of the development of the information society, as well as the features of innovative processes in pedagogy. In view of the importance of the issue, the means of presenting the content are allocated: text; sound; graphic arts; animation; video. Particular attention is paid to the organization of the feedback form (feedback).

**Keywords:** Webinar, online conference, means of representation of a content, feedback form.

### INTRODUCTION AND DISCUSSION

One type of training for students studying with the use of distance educational technologies is a webinar.

A webinar is an on-line lesson conducted by a teacher based on active teaching methods. It is aimed at the development and consolidation of educational material by students, mastery of the methods of collective work and the exchange of experience, development of skills of educational and professional activities, as well as the adjustment of the process of independent cognitive activity.

A feature of the webinar, in comparison with traditional practical classes and seminars, is its substantial and methodological richness, specificity and practical nature of the training issues being worked out. They provide for the formation of students' professional interest, the active participation of each student in the discussion of educational material and the implementation of certain actions (activities). The main task of the teacher in this case is to perform an organizational function, mainly associated with the direction and adjustment of the overall course of the training session.

The organization of a webinar involves holding it, as a rule, after students independently study a discipline, its section, topic or set of topics.

We have identified various types (forms) of classes during the organization of webinars. For example, a webinar is a form of webinar. This is an online lesson for participants (geographically distant from each other) in real time, during which participants can organize general discussions, training events.

An online conference also allows you to organize broadcasts of online presentations for a sufficiently large audience, continuously work with documents and applications, and organize a teleconference. For webinars, the specialized application "virtual class" is also used, which allows not only to communicate via the Internet, but also to learn in real time. It is necessary

that the tutor-teacher, who influences the course of joint interactions of the participants, plays the leading role in the lesson.

In an online lesson, one and the same problem can be explained in different ways, in a completely different style and style: by group discussion, and a press conference, and by brainstorming, etc. Since there are different methodological forms, techniques and methods for conducting webinars, then the correct choice of methods for organizing and conducting the webinar, as well as the correct implementation of the chosen method by the teacher, will ensure its high-quality implementation.

In the preparation and conduct of the webinar, an important role is played by the purpose and objectives of the lesson, content, level of preparedness of the audience. Various webinar strategies follow from this.

1. Instrumental strategy. The webinar is used as a source of knowledge and skills, a tool for the formation of competencies.

2. Interactive strategy. The webinar is designed not only for the transfer of knowledge, skills, but also for the student's response to them.

3. Presentation strategy. Webinar involves the adoption of educational material mainly without a critical attitude to the content of the discipline. At the same time, it is impossible to allow only the teacher to speak constantly, and students to listen to him.

As you can see, for each task of holding a webinar, the amount of interaction between participants in the educational process will be different depending on what the students require, for example, basic knowledge (lecture format), discussion, or collaboration.

- 1) consultation workshop;
- 2) seminar provocation;
- 3) Societal dialogue;
- 4) a seminar with elements of group work;
- 5) workshop-meeting;
- 6) visualization workshop;
- 7) workshop-meeting;
- 8) web conference (online conference).

Special mention should be made about the design of educational content. The practice of our webinars clearly showed that for the submission of training materials we need an approach that will be based on the context, and on the preparation of the target audience, etc.

The following content presentation tools are available:

- 1) text;
- 2) sound;
- 3) graphics;
- 4) animation;
- 5) video.

The teacher monitors the balance of the interaction of these funds. Studies have shown that the use of text reduces the effectiveness of learning in cases where students experience discomfort when reading from the screen, the text is not adapted for use in electronic form, too much text. As practice shows, it is preferable to present instructions and reference materials in the form of slides.

We recommend replacing large volumes of text with photographs, graphics, diagrams, drawings, avoiding decorativeness. Therefore, the perception of the image should be similar in meaning to the text of the content. Properly composed diagrams and diagrams allow you to describe and illustrate any process or object.

When preparing educational content in such disciplines as computer science, information technology, programming, it is necessary to include screenshots of the software, to illustrate the processes, from the drop-down menu to the appearance of dialog boxes. Here, the graphics are present in the form of color, background, image, font, icons and navigation buttons.

Particularly worth paying attention to the use of sound, video. The slide and video lectures prepared and used by us showed that students are more demanding on sound quality than on video quality. The speed of sound, pronunciation, duplication of text affect the perception of educational information.

During the webinars, the teacher supports the learning process. Teachers can constantly be present or appear on the screen to tell about the further sequence of actions. Separate emphasis should be placed on the use of pauses between information blocks to facilitate the perception of information and listening to prepared questions.

More closely follows the training animation, which should contain only the necessary minimum information. Animation is suitable for depicting physical and abstract processes and greatly facilitates the display of processes using software step by step. For the perception of animation does not require special skills.

Using video features (video sequence, documentary, talking heads, interviews with experts) can also help in training, if it is necessary to demonstrate processes that are close to reality. However, the use of video is not always justified, since films and video sites are mainly for entertainment. Therefore, the video should complement other ways of delivering knowledge, and not replace them.

To conduct a seminar in the form of a web conference, a video transmission should be organized, in which two or more teachers or tutors / teachers participate at the same time, sound transmission, and the possibility of demonstrating documents, images, a desktop, video files and a forum. In most cases, communication during the online conference is carried out using browsers.

We believe that the main disadvantages of using animation and video are as follows:

- animation and video exclude learning at your own pace;
- creating and updating graphics, animations, videos is very complex and expensive;
- the creation and updating of graphics, animation, video requires the possession of special skills and tools;
- The long sequence of actions shown using video or animation is difficult to remember.

The undoubted interest in educational materials will cause the use of a QR code. This code is a method of encoding a small amount of information in a graphic picture. One QR code includes the following number of characters: binary code - 2953 bytes; numbers and letters (+ Cyrillic) - 4296; numbers - 7089; hieroglyphs - 1817. You can encode text for any purpose, contact information, phone numbers, Internet address, geographic data. The QR code is recognized by the Google Chrome browser, smartphone and laptop with the necessary programs installed.

The QR code should be used as:

- additions to the text, if it is not possible to supplement the training material, for example, video, presentations, links;
- additions to the training object (the code indicates additional information to parts of the object, devices);

- when conducting virtual training excursions (for example, to receive questions using the scanned code, then answer them).

The use of graphics, animations, videos, and receiving feedback imposes substantial requirements on the Internet connection, the technical characteristics of the computer, and the installed software. To participate in the webinar, you must install a browser on your computer (Mozilla Firefox, Internet Explorer, Opera, Google Chrome, etc.), an Adobe Flash Player. Recommended minimum outgoing speed - 128 -256kbit / s. To work in class you will need:

- microphone (external or built-in), headphones / speakers or headset;
- camera (both a webcam and any digital camera will do);
- USB video capture device.

Conducting webinars at the university is significantly different from conducting similar events in other organizations.

Technical inspection of equipment is carried out by specialists of the corresponding department of the university at the beginning of each day, and not before the webinar, because classes are held only on a schedule for a certain time, usually 90 minutes. Also, specialists with administrator rights accompany all webinars and online lectures, providing technical support to participants in the educational process in case of malfunctions.

In addition, at the beginning of each semester, an updated guide with step-by-step instructions for connecting and conducting optional sessions is placed on the portal in the information resources section of the portal. The manual contains the rules for organizing and conducting v-binaries. We recommend the following main points of the manual:

- general provisions;
- rights, obligations of participants (duty technicians-operators at accompaniment of a lesson, teacher, employee of a distance learning center);
- control over the conduct of webinars.

The organization of the feedback form (feedback) is important during the webinar. The most significant difference between lectures or live seminars and online lectures or webinars is the inability to see the audience. Using some webcasting services leads to the fact that teachers have a feeling of talking with themselves, with their image. This problem can be solved by using video cameras that display each participant in a separate window. But at the same time, noise and noise are created (different lighting in each displayed window, constantly turned on microphones) that distract the teacher. Therefore, as our practice shows, when conducting an online lecture or webinars, you should broadcast only the video of the leading teacher, turn off the extra microphones and / or videos of the students, and turn them on only in specially planned pauses. When conducting webinars, the teacher is recommended to work with only one virtual audience. In this case, feedback will be carried out without interference.

But sometimes teachers are placed in such conditions that they have to conduct webinars with several virtual audiences at the same time in the absence of audio or video contact with participants in the educational process. In this case, as confirmed by experimental studies, it is advisable to use applications with the presence of indication buttons for users (“Yes”, “No”, “Approval”, “Request a pause”, “Raise your hand”, “Applause”). The advantage of these buttons is that the participants in the educational process feel involved in what is happening in the lesson. After pressing one of the buttons, for example, either a message or the corresponding icon opposite the student’s image appears. The use of the buttons should be described in the user manual. Thus, during the lesson, the teacher will learn through the buttons the “atmosphere and mood” of the training virtual audience.

Thus, there are various methods for conducting webinars, so there is no single approach to conducting a high-quality webinar. Since the goals, objectives, content, level of preparedness of the audience are different, the organizer must have a set of methods for conducting and organizing webinars, which requires special training for teachers and other persons who organize the webinar. This topic deserves separate consideration.

## REFERENCES

1. *Akramova G.R. MODERN APPROACHES TO THE DEVELOPMENT OF CRITICAL THINKING OF STUDENTS. European Journal of Research and Reflection in Educational Sciences Vol 7 (10). <http://www.idpublications.org/wp-content/uploads/2019/09/>.*
2. Нагаева И. А. Дистанционное обучение. Инновации в образовании. Саарбрюкен, Германия: LAMBERT Academic Publishing, 2011. - 168 с.
3. Нагаева (Кузнецова) И. А. Организация системы управления заочным обучением с элементами дистанционных технологий. Повышение квалификации и подготовка кадров в образовании. Сборник научных трудов под ред. проф. Симонова В.П. (серия: Образование в XXI веке). Выпуск первый (№1-2010), Международная педагогическая академия, - М., 2010. -с. 38 - 41.