Didactic foundations of Technologies for organizing Pedagogical Webinars

Abilova Gauxar Orinbekovna

Navai State Pedagogical Institute, Faculty of Primary and Preschool Education, Associate Professor of the Department of General Pedagogy and Psychology. Uzbekistan

ABSTRACT

Recently, there have been serious changes in the education system, which affect both foreign and our universities and schools. They are associated with the manifestation of the following trends: the implementation of the concept of lifelong education, the globalization of the educational space, a change in the educational paradigm, as well as the large-scale introduction of information and telecommunication technologies in the educational process.

The article provides an overview of the didactic foundations of technologies for organizing pedagogical webinars. Particular attention is paid to the characteristics of the webinar - a new form of education in a virtual information and educational environment. The goal of mastering the technology of conducting webinars by a teacher of a higher school is to increase information culture and form the competence of effective interaction with students in a rapidly changing environment of electronic learning tools.

The article describes the capabilities of the webinar software and technology platform, which determine the instructor's toolkit. These include: audio and video communication in real time, presentation slideshows, working with a virtual whiteboard, demonstration of the "Desktop" of the teacher's computer, conducting surveys. Scenarios of using webinar tools for conducting an online analogue of a lecture and an online analogue of a seminar, technical and pedagogical preparation for them are presented.

Key words: distance learning technologies, webinar, real-time audio and video communication, online lecture, online seminar.

I. Introduction

The system of higher education all over the world has recently undergone serious changes, the main prerequisites of which are: the implementation of the concept of lifelong learning proclaimed by UNESCO, or lifelong learning; globalization of the educational space; the change of the educational paradigm from knowledge-centric to activity and personality-oriented; the rapid development of information and telecommunication technologies [3].

The use of webinar and video conferencing services to create online analogs of lectures and seminars on the network in the event of the need for educational communication at a distance.

The webinar is of interest to us. It can be viewed as an online analogue of traditional forms of education - lectures and seminars. The name of the webinar comes from the English words web and seminar, which literally means "seminar on the network." The webinar trademark was registered in 1998 by Eric R. Corb, the founder of several IT companies in the United States, but has been challenged and is now owned by InterCall. The webinar software can be used both for delivering a lecture and for conducting a webinar.

The number of participants varies from a few people to several thousand and depends on the capabilities of the software used for the webinar and the terms of subscription to it (the cost of the license depends on the number of participants). At the moment, the record, recorded in the Guinness Book, belongs to the Mind program, with the help of which the world's largest online business seminar with 12,012 participants was held.

During the webinar, the teacher and the trainees are at the computers. The connection between them is carried out via the Internet. The organizer of the webinar is a teacher who designs and coordinates all educational activities taking place within the framework of the webinar, and, if necessary, gives the floor to other participants. The webinar toolkit includes:

- audio and video communication in real time;
- demonstration of videos;
- presentation slideshow;
- work with a virtual board;
- demonstration of documents highlighting the required areas;
- sharing and providing access to files;
- chat - exchange of written messages in real time;
- demonstration of the Windows Desktop and programs open on it;
- polls and polls, which in real time allow collecting the opinions of listeners;
- work with a remote desktop, which is offered by many software products, if you need to show something on the computer of another webinar participant;
- recording webinars for multiple use;
- support for mobile devices;
- integration of webinars into the website or the Internet.

II. Main Part

At present, special attention is paid to the traditional lecture, to the change in the ratio of its main functions and the manifestation of new ones [1]. These functions can also be implemented during the lecture in the webinar mode. Such a lecture allows trainees to hear and see the lecturer, view the presentation being shown on the screen. The lecturer can write or draw on a virtual whiteboard (analogous to a whiteboard in a traditional classroom), demonstrate not only presentations, but also files in other formats supported by the webinar software. The student can "raise his hand" (a special opportunity is provided) and ask a question (in this case, the lecturer decides whether the student's image will be shown or the virtual audience will only hear his words). You can also write a question in the chat (a special area of the screen that is visible to all participants in the webinar). The lecturer determines in advance whether he will answer the questions during the lecture or answer them at the end of the webinar. Practice shows that in order to successfully conduct an online lesson at the beginning of a lecture, the lecturer needs to voice the basic "rules of the game" by which the lesson will be conducted (these include the order of answers to questions). If the lecture plan provides for a survey of listeners, then the webinar service provides several options, for example: choosing one option from several proposed ones, choosing several options (you can add a free answer to these two polls), free input in one line or paragraph. The webinar software makes it possible to demonstrate the "desktop" of

the teacher's computer, on which other programs can be opened. This feature allows you to see how the teacher solves the problem, uses another software tool for educational purposes.

A webinar seminar allows the teacher to use all of the above possibilities. To stimulate students' activity in discussing the topic under study, the teacher can delegate to them the rights of the presenter, speaker. In this case, the student speaking at the seminar can demonstrate a presentation or other pre-loaded files, all participants in the seminar can see and hear it, and even ask questions.

Thus, modern software for webinars allows you to implement pedagogical communication similar to "face to face" communication. But there are also significant differences: the ability to record a webinar allows you to reuse its materials.

The teacher can be relieved of the routine work of preparing handouts for each student, manually checking tests, etc.

The following options for using the webinar service in the educational practice of the university are possible:

1.the broadcast of lectures by famous visiting professors (including foreign ones), their recording can be used repeatedly in the educational process, as well as posted on the university website for everyone;

2. preservation of cultural heritage (recording of lectures by master teachers, recording and analysis of the best pedagogical practices);

3. presentations with reports at conferences, scientific seminars, meetings of the scientific student society;

4. additional consultations for students before control events (exams, tests, tests) in the event that the students do not have enough face-to-face hours allotted for consultation by regulatory documents, or there is a need for additional consultation on new sections of the program;

5. classes and consultations for students on internships at foreign universities;

6. support of the cognitive activity of undergraduates studying on double degree programs and at certain periods of time studying abroad;

7. advanced training, MBA and second higher education programs to attract students without interrupting their main activities.

Conducting a webinar requires a high level of training from the teacher, as well as "careful and thoughtful development from pedagogical, psychological, ergonomic and other points of view" [8]. We distinguish technical and pedagogical components of this training.

Technical preparation includes the choice of a software product and a direct check before the webinar of the quality of the hardware and software. When choosing a software product, you need to study: the quality of sound and video; list of supported devices, including mobile devices; maximum number of participants; ease of mastering the interface.

Technical training immediately before the webinar is designed to check communication channels, sound and video quality, and the operation of all tools of the software product. Webinar training tools require a high bandwidth of communication channels. Technical training is designed to prevent disruptions during the webinar, which would lead to a decrease in the quality of training and the formation of a negative attitude of listeners to the service [3].

The pedagogical preparation of the webinar includes: setting goals and objectives - "a generalized description of the planned learning outcomes, i.e. a set of knowledge, skills, abilities, operations,

methods of social behavior, which a student should have as a result of training "[4]; elaboration of the content; developing a strategy for using the webinar software tools and embedding them into the content of the issues presented, taking into account the psychological and pedagogical features characteristic of this innovative form of training organization.

It should be noted that the pedagogical preparation of a webinar differs from the preparation of a classical lecture or a seminar by a more detailed study of the tools used during the webinar and the psychological and pedagogical features of this form of training organization. This problem requires scientific development and substantiation of special methodological recommendations.

III.   Conclusion

The effectiveness of a webinar is determined by the result obtained, which can be assessed using a test. It is most advisable to conduct such a test before and after training, which allows you to assess how much the assigned pedagogical tasks have been solved and how the competencies of the trainees have changed as a result of the webinar.

Today, university students, pupils of the general education school, live in a digital environment. They easily master software, use information technologies with great desire to help them study educational material. These realities require an appropriate information culture and from teachers, the ability not only to brilliantly own the audience, but also, if necessary, to feel free in the rapidly changing environment of electronic learning tools.

References:

1. Aminova Feruza Hayitovna. ОСНОВНЫЕ ПРИНЦИПЫ ИССЛЕДОВАТЕЛЬСКОГО ОБУЧЕНИЯ В ШКОЛЕ 2018   INTERNATIONAL SCIENTIFIC REVIEW OF THE PROBLEMS OF PEDAGOGY AND PSYCHOLOGY 19 aprel 2018 https://scientific-conference.com/images/PDF/2018/1/basic-principles.pdf

2. Aminova Feruza Hayitovna. Axiological analysis of socio-aesthetic problems in hadiths An International Multidisciplinary Research Journal 1457-1462, 2020. https://www.indianjournals.com/ijor.aspx?target=ijor:aca&volume=10&issue=5&article=212

3. Ахатова Дурдона Актамовна. **Didactic Opportunities to Ensure Compliance With The Goal And Content Of Education in The Modernization Process International Scientific Review of the Problems and Prospects of Modern Science and Education**12 dekabr 2019 yil https://scientific-conference.com/h/sborniki/pedagogicheskie-nauki2/2071-didakticheskie-vozmozhnosti.html

4. Ахатова Хилола Актамовна 12 dekabr 2019 yil ФАКТОРЫ ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ ВОСПИТАНИЯ ГАРМОНИЧНОГО ПОКОЛЕНИЯ В ОБРАЗОВАНИИ **International Scientific Review of the Problems and Prospects of Modern Science and Education** 12 dekabr 2019 yil. https://scientific-conference.com/h/sborniki/pedagogicheskie-nauki2/2070-faktory-povysheniya-effektivnosti.html

5. Абилова Гаухар Оринбековна.   On the issue of training highly qualified teachers. **International Scientific Review of the Problems and Prospects of Modern Science and Education**08 февраля 2018 https://scientific-conference.com/h/sborniki/pedagogicheskie-nauki2/952-on-the-issue.html

6. Ryziqulova Amina Totliboyevna. THE ROLE OF NATIONAL VALUES IN ENSURING THE STABILITY OF MARRIAGE AND FAMILY RELATIONS IN MODERN UZBEK FAMILIES. ACADEMICIA: An International Multidisciplinary Research Journal 88-93 2020 10.5958/2249-7137.2020.01126.X.   https://saarj.com/wp-content/uploads/ACADEMICIA-OCTOBER-2020-FULL-JOURNAL.pdf.

7. Rasulov Jasur Saparovich Effects of training based on neuropedagogy **International Scientific Review of the Problems and Prospects of Modern Science and Education** 30.08.2018 https://scientific-conference.com/h/sborniki/pedagogicheskie-nauki2/1376-effekty-obucheniya.html

8. Muradova Dilfuza Zhurakulovna. 58-60 2020 THE FORMATION OF COMMUNICATIVE COMPETENCE OF PUPILS PRIMARY SCHOOL European Science58-60 2020 https://scientific-publication.com/images/PDF/2020/52/EUROPEAN-SCIENCE-3-52-.pdf

9. Эльчиева Динара Толубаевна . ФОРМИРОВАНИЕ ПОЗНАВАТЕЛЬНОГО ИНТЕРЕСА И ПОЗНАВАТЕЛЬНОЙ АКТИВНОСТИ МЛАДШИХ ШКОЛЬНИКОВ European Science50, 2020 June. https://scientific-publication.com/images/PDF/2020/53/EUROPEAN-SCIENCE-4-53-.pdf

10. Tukmuradova Malika Elmurodovna. Impact of digital education on delivering English lessons An International Multidisciplinary Research Journal1787-1791,2020 https://www.indianjournals.com/ijor.aspx?target=ijor:aca&volume=10&issue=11&article=289

11. Khodjieva Farogat Oltievna The Actuality And The Content of Forming Critical Thinking Skills Of Primary School Pupils Psychology and Education Journal 2020. http://psychologyandeducation.net/pae/index.php/pae/article/view/986

12. Eshonkulova Dilafruz Husenkizi . Ways to develop critical thinking in adolescents An International Multidisciplinary Research Journal184-188 2020, https://www.indianjournals.com/ijor.aspx?target=ijor:aca&volume=10&issue=10&article=024

13. Rustamova, N. R. (2020). Development of technology based on vitagenic experience using media resources in higher educational institutions students teaching. International Journal of Scientific and Technology Research, 9(4), 2258-2262. Retrieved from www.scopus.com

14. Rustamova, N. R. (2020). Training of students of cognitive processes based on vitagen educational situations. International Journal of Advanced Science and Technology, 29(8 Special Issue), 869-872. Retrieved from www.scopus.com

15. Isyanov, R., Rustamov, K., Rustamova, N., & Sharifhodjaeva, H. (2020). Formation of ICT competence of future teachers in the classes of general physics. Journal of Critical Reviews, 7(5), 235-239. doi:10.31838/jcr.07.05.41.