

USE OF MULTIMEDIA ENVIRONMENT IN ORGANIZING PRACTICAL LESSONS IN MATHEMATICS

Azimova Dilnoza Orifovna

Bukhara State Pedagogical Institute Teacher of the "Mathematics and Informatics" department

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Abstract

Currently, there are many types of training in advanced pedagogical technologies (interactive methods), which are selected in accordance with the characteristics of the subject of the lesson and the intended goals, and are prepared accordingly. This is very important when conducting math lessons. In this case, special requirements are placed on the students' preparation. The main goal of pedagogical technologies in education is to bring a student to the center of the lesson process in the teaching system, to turn him/her away from automatic repetitions, to develop independent and creative activity, and to turn him/her into an active participant of the lesson. Teachers of educational institutions of the continuous education system, including general secondary schools, face new problems, i.e., the task of improving the quality of mastery of the taught subject. In this regard, different methods are used in the teaching of mathematics. One of them is the use of modern information technologies.

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Today, teachers of educational institutions at the junction of the continuing education system, including General secondary schools, are faced with new problems, namely the task of improving the quality of mastering the subject being taught. In this regard, different methods of teaching mathematics are also used. One of these is the use of modern information technology.

One of the important achievements of computer technology was the creation of software tools that provide the use of multimedia components. Of particular importance in the organization of practical and laboratory work of the educational process are these software tools.

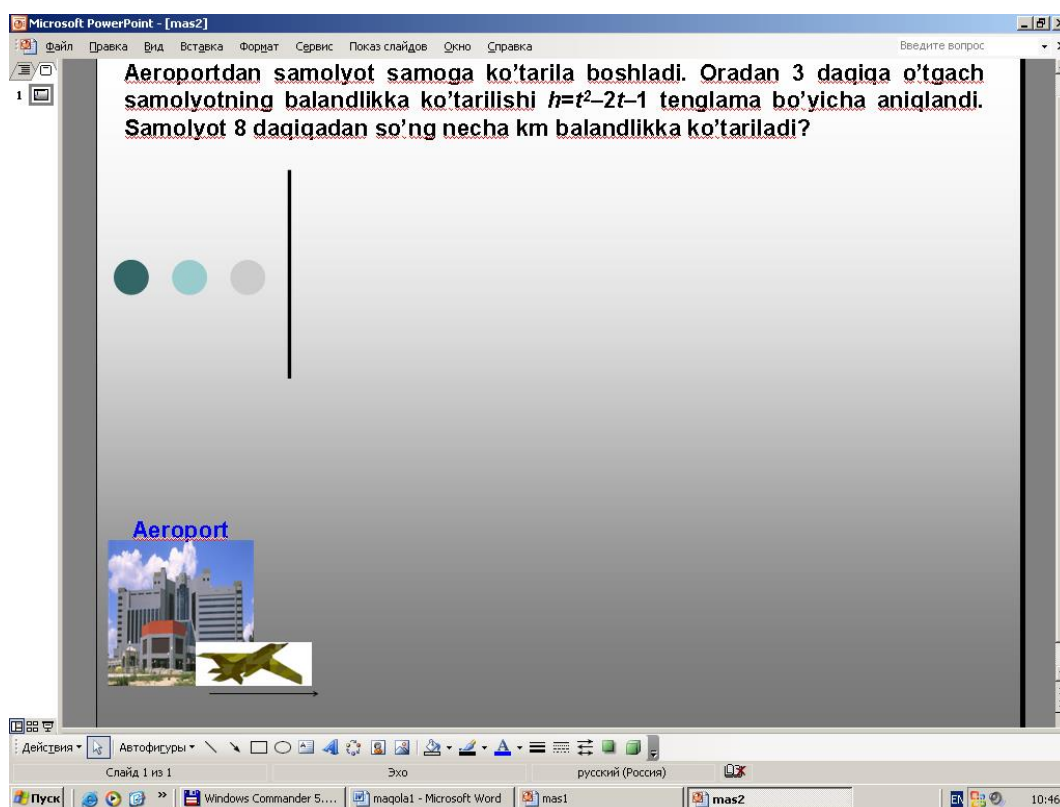
Multimedia is a tool capable of working with image data. The word "Multimedia" "is derived from the Latin word "media", meaning "information carrier". Multimedia computers receive and work on words, music, images and other information, video data. Of particular importance is the creation of the electronic manual using internet technologies such as "Macromedia Flash", "GIF Animation", "Microsoft Front Page", "Adobe Photoshop 7.0", "3d Max", "Microsoft Power Point" in the multimedia seal. Because it is convenient to create motion, color, sound images, and can demonstrate the solvability of textual issues. When demonstrating mathematical, physical experiments (problem solving), a computer, video, video player, digital video camera, video projector, sound output device, video screen and microphone are used.

It is known that exhibitionism is important in teaching mathematics and Natural Sciences in general

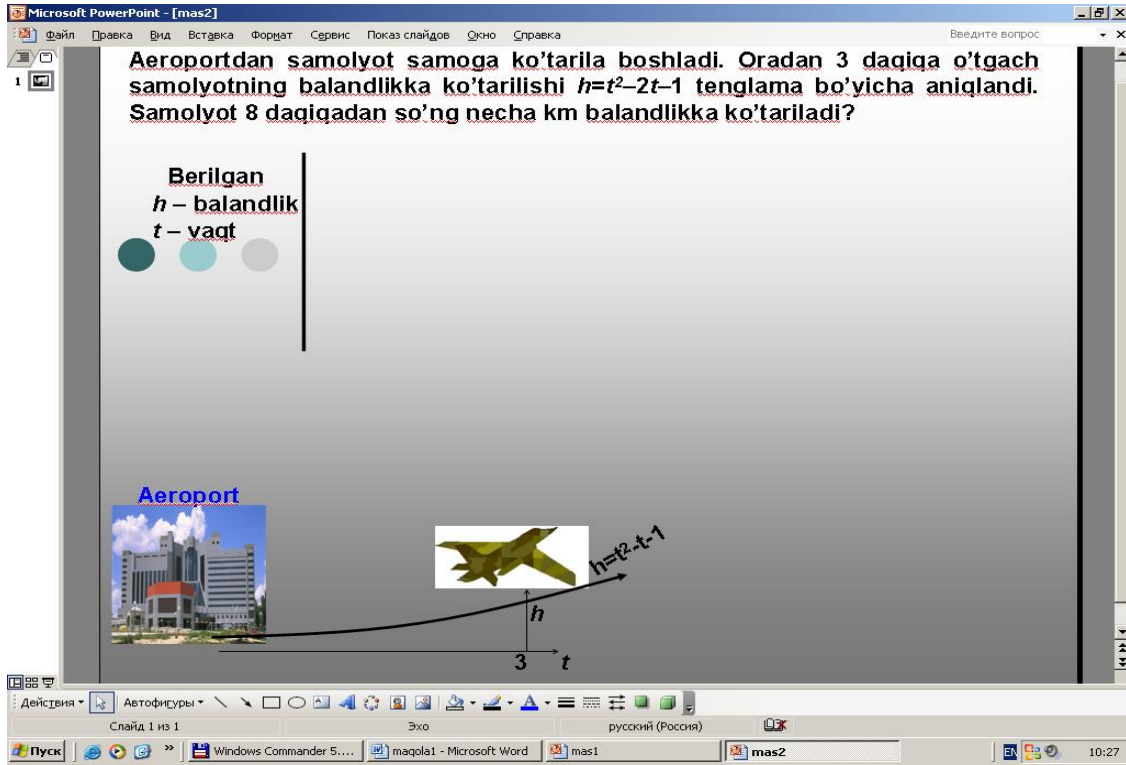
secondary schools. Especially in chemistry (as a result of reacting), although it is more dangerous to carry out the explosion process in practice, it is also safe to display it through multimedia, the ham is convenient. Also, showing other chemical processes and the process of solving many physical issues expands the imagination of readers. In physical matters, the photoeffect phenomenon, the boiling process of water and many similar phenomena can be shown by programming. Textual issues also occur in large numbers in mathematics. Through animations, the moments presented in the text are figuratively manifested. The given are expressed, a mathematical model is constructed by the imposition of the condition. These processes are displayed automatically on the screen. Harakats arise in connection with the imposition of the issue presented in the text. On the basis of a structured mathematical model, an unknown number is defined, its solvability (accordingly, actions too) is manifested, and a solution is found. With this in mind, we have created virtual stands for 9th graders in mathematics. Below will be looked at the example of solving one issue of the virtual stand.

Issue. From the airport, the plane began to climb into the sky. 3 minutes later the altitude of the aircraft was determined by equation $h=t^2-2t-1$. How many km will the plane rise in height after 8 minutes?

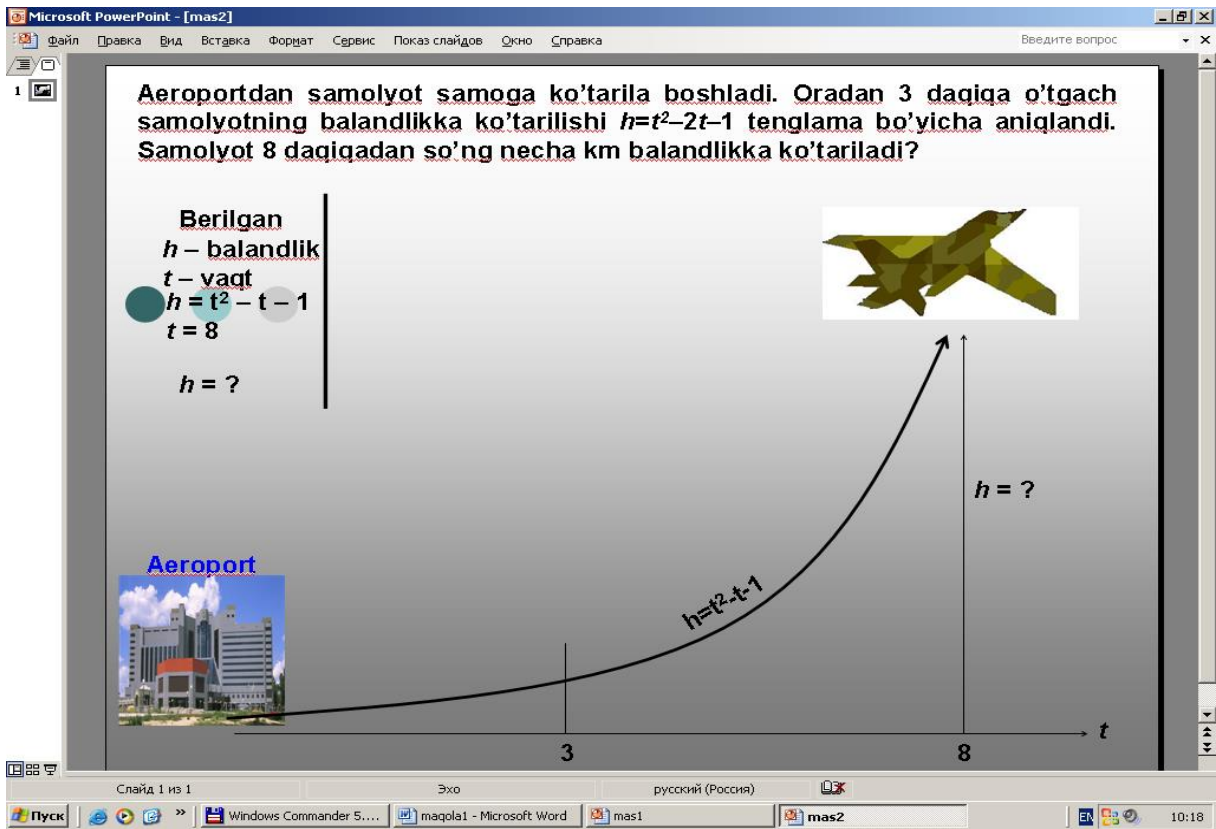
Undo. When the text of the issue is brought on the screen, the plane, its traffic lane will appear. The plane moves on the screen and begins to climb up



Then, depending on the movement of the aircraft, an indicator direction appears, turns off and lights up, and a t appears above the indicator, which indicates the time (minutes) that went to the path traveled. As the aircraft ascends, the upward pointing direction also appears and begins to fade, and an h appears above the indicator, which indicates the aircraft's upward altitude (km).



When solving the problem, the screen is written "H – height", "t – time" and requires finding the plane height h AT T=8. The upward pointing indicator ignited between the deck and the aircraft, causing "h=?" will appear.



Then the yeshiva is given: $h=t^2-2T-1$, $t=8$, $h=8^2-2*8-1=64-16-1=48-1=47$, $h=47$. On the screen "it means that the aircraft has been raised to a distance of 47 km." appears on

Microsoft PowerPoint - [mas2]

Файл Правка Вид Вставка Формат Сервис Показ слайдов Окно Справка Введите вопрос

1

Aeroportdan samolyot samoga ko'tarila boshladi. Oradan 3 daqiqa o'tgach samolyotning balandlikka ko'tarilishi $h=t^2-2t-1$ tenglama bo'yicha aniqlandi. Samolyot 8 daqiqadan so'ng necha km balandlikka ko'tariladi?

Berilgan	Yechish:
h – balandlik	$h = t^2 - 2t - 1, \quad t = 8$
t – vaqt	
$h = t^2 - 2t - 1$	$h = 8^2 - 2 \cdot 8 - 1 = 64 - 16 - 1 =$
$t = 8$	$= 48 - 1 = 47, \quad h = 47.$
$h = ?$	

Demak, samolyot 47 km masofaga ko'tarilgan.

Aeroport

$h = t^2 - 2t - 1$

$h = ?$

3 8 t

Слайд 1 из 1 Эхо русский (Россия)

Пуск Windows Commander 5... maqola1 - Microsoft Word mas1 mas2 10:17

So, the use of a multimedia environment will help the reader find a solution to the issue from a practical worker (brought to the eyes). It is known that visual perception is better stored in the reader's memory than hearing. It is also possible to revise the presentations and slides that have been shown once through multimedia. This makes it possible to see repeatedly the process of solving textual problems and the state of interpretation of similar concepts[3-11]. Creating conditions for students to perform practical exercises based on multimedia tools has led to an increase in the level of assimilation of educational materials.

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