

USE OF INFOGRAPHICS METHOD IN TEACHING STUDENTS DESIGN SCIENCE

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Annotation: *Graduation thesis teaches to draw the necessary conclusions in the teaching of "Advertising and design", which teaches self-analysis and practical application - interactive, textual and graphical processes the importance of using infographic tools that provide easy access to tools is highlighted. The modules prepared on the basis of the proposed pedagogical technology in the final design work serve as the main and guiding source in the formation of highly qualified specialists, improving their knowledge, and their implementation in the educational process leads to an increase in students' knowledge and increase their effectiveness in practice.*

Key words: *interactive methods of education, infographics, pedagogical technologies, interactive method, visual object, educational process, graphic method*

Introduction

National-spiritual values and their social-spiritual importance in our republic, historical approach to them, content of practical actions taken to restore national values in the years of independence, and manifestation of feelings of national pride in the individual is paying a lot of attention.

The science of pedagogy in the Republic of Uzbekistan is of particular importance in the system of training for the teaching profession and is considered a subject leading to specialization. This educational subject is based on the national values, customs, ceremonies and traditions of the Uzbek people, as well as the tenets of folk pedagogy, didactics, its goals and tasks, the content and essence of the educational process, educational laws and principles, by giving future teachers an understanding of the methods and tools of education, the types and forms of educational organization, it brings the young generation into the process of education and personal development. It is to deepen the knowledge of students in the field of "design", to analyze the solution of problems in the field and to form decision-making skills, to find several optimal solutions taking into account all the factors of the process of solving problems, and to form the competence of introducing the created developments into production.

Literature Review.

Currently, a number of Uzbek scientists are conducting effective research on the theoretical foundations of pedagogical technologies and their practical implementation and problem solving. In particular, the research works of R. Kh. Joraev, U. N. Nishonaliev, N. S. Saidahmedov, J. Yuldashev, B. L. Farberman, N. Azizkhojaeva, K. Ishmatov and others should be highlighted. The manuals "Advanced Pedagogical Technologies" by B.

Farberman (2000), "New Pedagogical Technologies" by N. Saidahmedov (2003), and "Pedagogical Technologies and Pedagogical Skills" by N. Azizkhojaeva (2006) were published.

In the educational process of higher education, interactive courses on the use of interactive teaching methods and active teaching methods are widely introduced. One of the projects in this direction is the critical thinking project created in cooperation with the International Student Association and the University of Northern Iowa with the support of Jones Saras Open Society. Reading and writing teaching project materials for developing critical thinking prepared by Henny Steele, Curt Mederis, Charles Temnon will be provided. This project is implemented in cooperation with pedagogues from all over the world. The goal of such cooperation is to apply methods to pedagogy that help students of all ages develop critical thinking, regardless of the studied subject. The authors of the project study critical thinking from the beginning. Critical thinking is analytical thinking with awareness. Possessing sharp thinking, he gets to know a person or other ideas and learns the possible consequences of their implementation. Critical thinking, creative integration of ideas and possibilities, re-understanding and reconstruction of data concepts is a complex process. Teaching and learning will consist of a three-stage model. This model has been given in different forms by different authors and researchers, among them Vaughan and Estens (1986), O'gn (1986), Jilkem and Temple (1986), Tirpi, Ridej and Djerlar (1985). This model for analysis considered thinking as a cognitive process that students should engage in before, during, and after training. Describing the basics of education and training, the authors offer a conceptual basis for teaching, which can be gradually implemented in classes, despite the parallelism of the type of subject and the way of teaching. They believe that such an approach will develop students' abilities to carry out rational and critical thinking processes for critical analysis. The proposed model is partially based on the model developed by Vaughan and Estes and modified and extended by Mnderney and Steele (1997).

Discussion. Interactive methods are one of the most popular types of pedagogical technologies today. Interactive methods are a joint activity of the student and the teacher, and mainly encourage students to think. Coming to the necessary conclusions, their self-analysis and application in practice ensures the full implementation of the teacher's duties. Interactive methods are also important because the teacher never sharply rejects the student's opinion, but only gives the correct conclusion in time. As a result, the student understands the mistake himself. This prevents them from becoming depressed and inhibiting their thinking. No matter what, the teacher listens to the student's opinion and shows respect, while teaching the students to listen to each other. Objections and additions are expressed by words such as "respected", "agree with your opinion", "we also had some opinions". In a lesson organized in this way, the student feels that he is respected and begins to think freely.

When the lesson process is organized in the interactive method:

1. The mutual activity of students increases, the skills of cooperation and co-creative work are formed.
2. Skills for working with the curriculum, program, educational content, textbook, standard, norm, manuals are formed.
3. Independent reading, working, mastering of educational content and text becomes daily personal work.
4. The student gets used to freely expressing his opinion, defending his opinion, being able to prove and confirm it.

The most important thing is that didactic motives arise during the educational process. That is, the student's desire, desire, and desire are satisfied, and because the lesson is interesting, he does not know the time is passing. In this process, the information given in the lesson is easily accepted, and the subject is kept in their memory for a long time because the students are interested in doing it in practice.

The educational process (like any information exchange) has a communicative character at all stages - information transfer, storage and processing. The modern development of the process of educational informatization requires the inclusion of a new element in this list - the presentation of information, including images in the form of visual objects created with the help of infographics.

An infographic is a graphical method of presenting information, data, and knowledge that aims to present complex information quickly and clearly.

Infographics are a great way to present information. Especially for modern users who do not really want to read modern texts, but they accept graphical tools well. Saving the student's time and effort - all this makes it possible to achieve infographics. Infographics first appeared on the pages of foreign mass periodicals. In the conditions of oversaturation of information, there is a need to display a large amount of data in the most accurate and fast way. This is also helped by the "screen" culture that has arisen in a person who lives in sync with the times. Generally, people want to get information as quickly as possible, and infographics are a great solution for this need. Because:

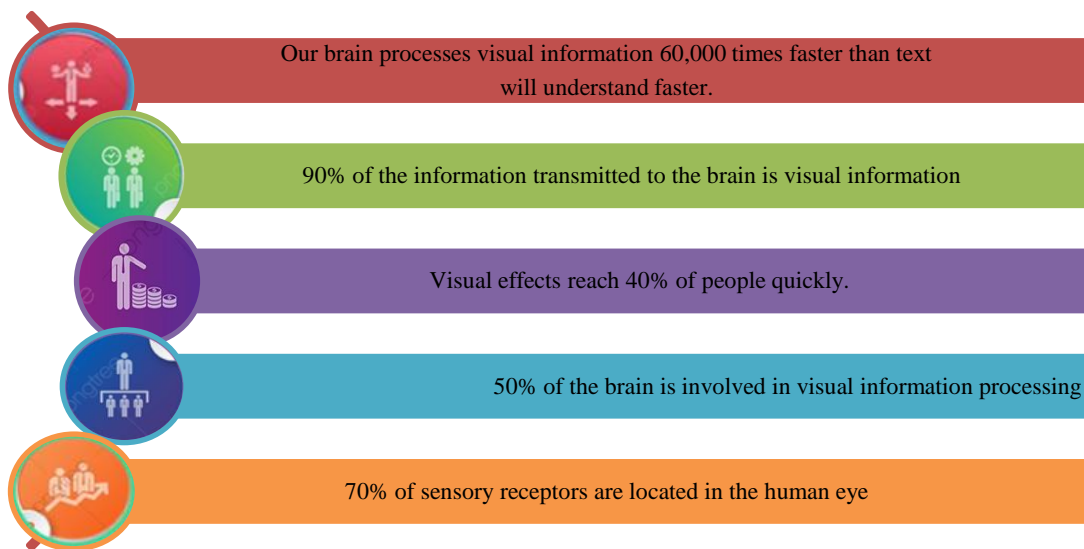


Figure 1. The Importance of Infographics

The difference in the introduction of digital technologies into the educational process is its metaphoricity (comparison of information), that is, it is not just a graph or diagram built on the basis of a large amount of data, but a graphic in which visual information is placed in connection with concrete examples taken from life, topics of discussion. The process of visualization consists in turning the content of thought into a visual image. Infographics are one form of information design. Information design is a field of design that takes into account ergonomics, functionality, psychological criteria of human perception of information, aesthetics of visual forms of information presentation and other factors, and is the practice of artistic and technical design and presentation of various information.

Conclusion.

In order to increase the efficiency of the educational process, to form solid theoretical knowledge, activities, skills and qualifications of learners, to ensure their transformation into professional skills, the use of new pedagogical technology in the teaching process is put on the agenda as a requirement of the times and a social necessity. The application of lecture materials formed on the basis of new pedagogical technologies and infographic programs to the educational process is effective in ensuring a qualitative change in the content of the general process aimed at personnel training. If future specialists are taught by pedagogues in higher education institutions using new innovative interactive pedagogical technologies, they will contribute to the development and prosperity of society and our country by developing mature personnel who are interested in their profession.

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