

## METHODS OF USING COMPUTER GRAPHICS IN THE EDUCATIONAL PROCESS USING ADOBE FLASH

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The use of this method in working with students in groups and in groups also guarantees positive results. The following steps are used to use this method:

- The teacher prepares a special set of cards, which serve to illuminate the essence of the subject in a logical sequence (on the back of each card is placed one letter of the concept of "core" that illuminates the essence of the topic and covered with a special coating);
- Each group is given a separate set of special cards and is tasked to place the cards in a logical sequence based on the concepts in them;
- When the task is completed by the groups, the back of the cards is turned over and a special cover is opened to determine the correctness of the task.

If the task is done correctly by the groups, in the final process, when the cards are turned backwards, a "core" concept is formed that illuminates the essence of the topic.

The advantage of using the method is that in this process, students develop the ability to study the topic in certain parts and determine the logical connection and connection between the parts on the basis of analysis and synthesis. Black box method

The purpose of using this method in teaching is to motivate students to be active, to work together, to manage certain situations, and to develop logical thinking skills while helping them to master the subject. When using the method, the following actions are organized:

- students are paired;
- Couples are asked to write on the cards the basic concepts (key words, dates, symbols, numbers, etc.) that illuminate the essence of the topic;
- The teacher, in cooperation with students, checks the performance of the task by groups;
- One member of the group who has completed the task correctly acts as a teacher and writes the solution of the task on the board;
- Students comment on the idea on the board (say key words, dates, symbols, numbers, etc.);
- The student who answers correctly plays the role of the teacher, asks the pairs to create a diagram, table or picture that illustrates the essence of the topic, and with the help of the teacher checks the completion of the task.

The fifth (sixth, seventh,...) is the redundancy method

This method is especially important for students to develop logical thinking skills. To use it, the following actions are performed:

- to form a system of concepts that serve to reveal the essence of the studied topic;
- to get 4 (5, 6,...) and one irrelevant concepts from the formed system;
- Assign students the task of identifying and deregulating a concept that is not relevant to the topic;
- Encourage students to comment on the nature of their actions (in order to reinforce the topic, students should be asked to comment on the concepts that remain in the system and to justify the logical connections between them).

Demonstrating and justifying logical connections between concepts that illuminate a topic builds students' ability to think independently, justify their personal approaches, and compare their peers' opinions with their own.

Zig-zag strategy (method)

The method works in groups with students, helping them to master the topic quickly and thoroughly. The advantage of the method is determined by the following aspects:

1. Students develop the ability to work in a team (or group);

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2. Save time on the topic.

The following steps are taken to implement the Zig-Zag strategy:

- class students are divided into several groups (5-7);
- The text explaining the essence of the new topic is divided into 5-7 parts, respectively;
- each group is given a specific part of the topic (text 1, text 2,...) and is given the task to study it;
- groups work on the text for a certain period of time;
- In order to save time, leaders are selected from among the group members and they tell their group members the basic information about the studied text;
- leaders' opinions can be supplemented by group members;
- After all the groups have mastered the given text, the texts are exchanged between groups;
- At this stage, the above activity is repeated;
- In this way, the whole text, which illuminates the essence of the topic, is mastered by students.

Venous diagram "strategy (method)

This strategy is readable

This strategy focuses on developing students' analytical approach to the topic and their ability to synthesize the general essence of the topic based on individual sections. The strategy is based on the formation of small groups. The board is divided into 4 equal parts and a diagram is drawn on each piece.

The strategy helps to make a comparative analysis of closely related theoretical knowledge, data, or evidence acquired by students. It is more effective to use this strategy to organize the final lessons on a particular section or chapter.

The steps to implement the strategy include:

- class students are divided into 4 groups;
- Draw a diagram on the board, reflecting the essence of the task;
- each group is given separate tasks on the topic;
- After the tasks are completed, leaders are selected from among the team members;
- leaders summarize the ideas expressed by the group members and fill in the diagram on the board.

When lessons are organized using these methods, theoretical knowledge becomes more understandable and effective for the student.

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