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VISUAL MEANS IN THE EDUCATIONAL ACTIVITY OF PROFESSIONAL TEACHERS OF THE PROFESSIONAL EDUCATION SYSTEM

Currently, there is an increase, expansion of the use of visual aids in the educational activities of teachers of the vocational education system. There is also a simple use of computer presentations; various visual technologies and products are developed and expanded; the number of video lectures, video courses, and visual aids increases; the involvement of educational, popular science, and feature films in the educational process is intensifying.

The purpose of the study is to scientifically substantiate the theoretical and methodological foundations of the didactic potential of cognitive visualization of pedagogical objects, which significantly affects the intensification of learning and intensification of educational activities.

In pedagogy, this concept is realized under the name of one of the traditional pedagogical principles - the principle of clarity.

Today, with the development of computer technology, new means of visualization appear: info graphics, intelligence maps (logical-semantic models), word cloud, timeline, collage, various interactive tasks based on the visual series, interactive presentations, etc.

The task of visualization is to present and structure the main educational material; supplement the main material; to ensure logic in the presentation of information; demonstrate the relationship between text and graphics, which contribute to the active perception of educational material.

Modern means of visualization of educational material are divided into: mental maps; visual coordinate systems; Google Maps; scribing; workbooks; reference schemes; clusters; word cloud; timeline [1; 2].

Visualization of educational material opens the possibility not only to bring together all the theoretical calculations, which will

quickly reproduce the material, but also to use schemes to assess the degree of mastery of the research topic. In practice, the method of analysis of a specific scheme or table, which develops the skills of collecting and processing information, is also widely used. A special place is given to joint discussion, in the process of which there is an opportunity to receive prompt feedback, to better understand yourself and other people. Summarizing the above, we note that depending on the place and purpose of visual didactic materials in the process of concept formation (study of theory, phenomenon) to the choice of a particular structural model and visual reflection of the content of education should be different psychological and pedagogical requirements.

When visualizing educational material, it should be borne in mind that visual images shorten the chain of verbal reasoning and can synthesize a schematic image of greater «capacity», thereby consolidating information.

Thus, the visualization of educational information allows to solve a number of pedagogical tasks: ensuring the intensification of learning; intensification of educational and cognitive activities; formation and development of critical and visual thinking; visual perception; figurative representation of knowledge and educational actions; knowledge transfer and pattern recognition; improving visual literacy and visual culture.

It should be noted that visualization is not a substitute for the living word of the teacher.

LITERATURE

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