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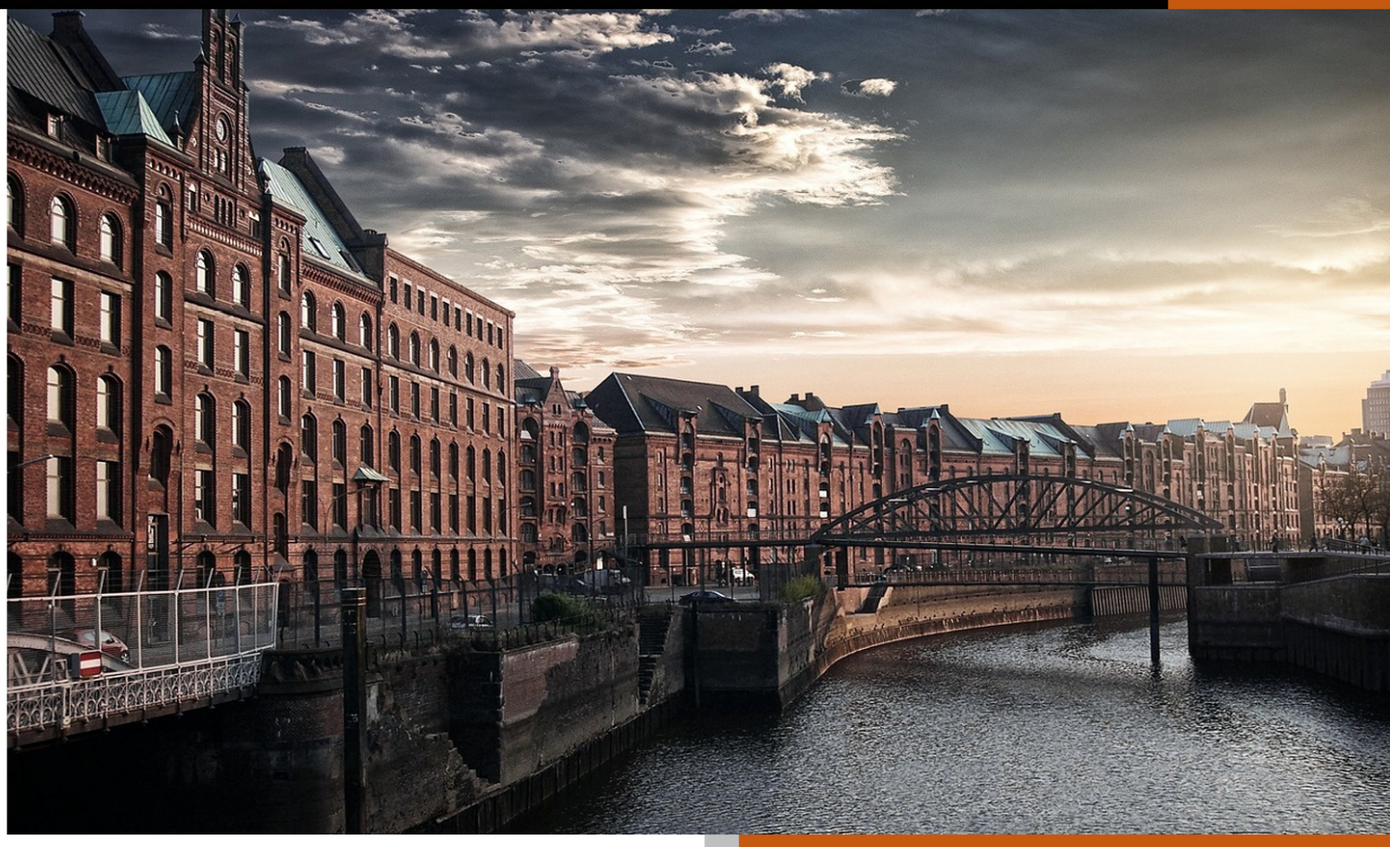
Proceedings of the 5th International Scientific and Practical Conference

SCIENTIFIC COMMUNITY: INTERDISCIPLINARY RESEARCH



HAMBURG, GERMANY

26-28.08.2021

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This issue of Scientific Collection «InterConf» contains the International Scientific and Practical Conference. The conference provides an interdisciplinary forum for researchers, practitioners and scholars to present and discuss the most recent innovations and developments in modern science. The aim of conference is to enable academics, researchers, practitioners and college students to publish their research findings, ideas, developments, and innovations.

TABLE OF CONTENTS

PART I

BUSINESS ECONOMICS

Шейко Ю.О.	ТЕНДЕНЦІЇ РОЗВИТКУ ІНДУСТРІЇ ГОСТИННОСТІ В УМОВАХ ПАНДЕМІЇ COVID-19	**7**

REGIONAL ECONOMY

Алиев Ш.Т. Мурадлы М.Г. Велиева Л.М.	СТРАТЕГИЧЕСКОЕ ЗНАЧЕНИЕ И ПЕРСПЕКТИВЫ РАЗВИТИЯ ВОСТОЧНОГО ЗАНГЕЗУРСКОГО ЭКОНОМИЧЕСКОГО РАЙОНА АЗЕРБАЙДЖАНА	**11**
Король В.С.	ТЕХНОЛОГІЇ РОЗРОБКИ І ВПРОВАДЖЕННЯ СТРАТЕГІЇ ІННОВАЦІЙНОГО РОЗВИТКУ ТЕРИТОРІЇ	**19**
Павлик В.П.	ІНСТРУМЕНТАРІЙ З АНАЛІЗУ ІНКЛЮЗИВНОГО РОЗВИТКУ ЕКОНОМІКИ СІЛЬСЬКИХ ГРОМАД	**28**
Рижкова Г.А.	ОКРЕМІ АСПЕКТИ СТАЛОЇ МІСЬКОЇ МОБІЛЬНОСТІ	**37**

INTERNATIONAL ECONOMICS AND INTERNATIONAL RELATIONS

Abbaszade M.	COİNTEGRATİON RELATİONS BETWEEN THE GROSS DOMESTİC PRODUCT OF AZERBAİJAN, RUSSİA AND KAZAKHSTAN	**39**
Djalilov A.A.	IMPACT OF LOGISTICS INFRASTRUCTURE ON THE ECONOMY GROWTH AND PPP IMPLEMENTATION	**50**
Dziuba P.V.	PORTFOLIO PARADIGM OF INTERNATIONAL INVESTING	**53**
Huseynova E.I.	IMPACT OF THE PANDEMIC ON INTERNATIONAL LABOR MOBILITY: PROBLEMS AND SOLUTIONS	**57**
Алиев Ш.Т. Наджафлы С.А. Рустамова Г.Р.	ПЕРСПЕКТИВЫ ИНТЕНСИФИКАЦИИ РАЗВИТИЯ ЭКОНОМИКИ АЗЕРБАЙДЖАНА В ПОСТПАНДЕМИЧЕСКОМ ПЕРИОДЕ	**65**
Гусенко О.С.	АНАЛІЗ ЕКСПОРТНОГО ПОТЕНЦІАЛУ СІЛЬСЬКОГОСПОДАРСЬКОЇ ГАЛУЗІ ОДЕСЬКОГО РЕГІОНУ	**73**

ACCOUNTING AND AUDITING

Бегов А.О.	АНАЛИЗ И ОЦЕНКА РАЗВИТИЯ ЭКОЛОГИЧЕСКОГО ТУРИЗМА В РЕГИОНЕ	**83**

PEDAGOGY AND EDUCATION

Kalenyk M.	USE OF ELEMENTS OF DISTANCE LEARNING OF STUDENTS IN THE COURSE OF METHODS OF TEACHING PHYSICS	**92**
Karantoni M. Karantonis D.	EDUCATION OF DEAF CHILDREN	**100**
Karantonis D. Karantoni M.	CASE STUDY OF A CHILD WITH THE AUTISM	**110**
Mazhitova L.H. Nauryzbayeva G.K.	NEW APPROACHES TO TEACHING PHYSICS UNIVERSITY STUDENTS IN THE CONDITIONS OF DIGITALIZATION	**118**
Rubinska B.I.	THE DEFINITION OF THE TERM «CONTENT OF TEACHING» AND «CONTENT OF TEACHING FOREIGN LANGUAGES» IN PILOSOPHY AND PEDAGOGICS	**121**
Xie L.	CRITERIA FOR THE PERFORMING WILL DEVELOPMENT IN FUTURE MUSICAL ART TEACHERS – CHOIRMASTERS	**125**
Алексєєнко-Лемовська Л.В.	ОСОБЛИВОСТІ ФОРМУВАННЯ УПРАВЛІНСЬКОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ВИХОВАТЕЛІВ ЗАКЛАДІВ ДОШКІЛЬНОЇ ОСВІТИ	**128**
Анісімова О.Е.	СТРУКТУРНО-ФУНКЦІОНАЛЬНА МОДЕЛЬ ФОРМУВАННЯ ГОТОВНОСТІ МАЙБУТНІХ ВИХОВАТЕЛІВ ДО ПАРТНЕРСЬКОЇ ВЗАЄМОДІЇ У ПРОФЕСІЙНІЙ ДІЯЛЬНОСТІ	**137**

PEDAGOGY AND EDUCATION

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USE OF ELEMENTS OF DISTANCE LEARNING OF STUDENTS IN THE COURSE OF METHODS OF TEACHING PHYSICS

Abstract. *As practice shows, in most cases, teachers in the process of distance learning are limited to placing the lecture course in electronic form and the introduction of an automated testing system at the control stage. The article considers some issues of methods of organization distance learning students of pedagogical specialties during methods of teaching physics.*
Keywords: *distance education, distance learning, computer technologies, independent activity, essential feature, component, computer models.*

In the conditions of global informatization of the society and all its spheres of life the question of efficiency of use of information and communication technologies in the field of education becomes important. In the conditions of global informatization of the society and all its spheres of life the question of efficiency of use of information and communication technologies in the field of education becomes important. Over the last decade, distance education has become increasingly important and developed. For the past two years, the COVID-19 pandemic has made full-time training impossible for a long time, and distance learning has become the only available form.

Distance learning is one of the forms of learning that emerged and improved with the development of Internet technologies, and today has clear characteristics, principles and certain methodological developments, but the method of distance learning is in the process of formation, and the principles of distance learning and its features have become serious challenges for the pedagogical community and national education in general: motivation of students, the ability of students to self-

education, communication in the learning process , choosing the pace of learning and time of tasks, level of digital technology, integrity, volume of educational material.

Distance education is a form of education equivalent to full-time, part-time and part-time education, which is implemented mainly by distance learning technologies.

Distance learning technologies consist of pedagogical and information technologies of distance learning.

Pedagogical technologies of distance learning are technologies of indirect active communication of teachers with those who study with the use of telecommunication and methodology of individual work of subjects with structured educational material presented in electronic form.

Information technologies of distance learning are technologies of creation, transfer and storage of educational materials, organization and support of educational process of distance learning by means of telecommunication [1].

Distance learning means an individualized process of transformation and assimilation of knowledge, skills, abilities and methods of human cognitive activity, which occurs through the indirect interaction of distant participants in a specialized environment, which is based on modern psychological, pedagogical and information and communication technologies [2].

Distance physical education is a form of education that is self-sufficient for obtaining quality education in physics, which differs from other forms by the method of obtaining (providing) education, or the nature of educational communication, carried out mainly at a distance.

Distance learning of physics involves the interaction of a physics teacher and students at a distance, carried out by means of information and telecommunications technologies, which allows to realize educational goals, apply pedagogical methods, use various distance forms of organization of the educational process.

One of the main features of distance learning is the opportunity for the student to obtain the necessary knowledge, using the developed information resources provided by information technology. Information resources (databases and

knowledge, computer, including multimedia control training systems, video and audio recordings, electronic libraries) together with traditional textbooks and manuals create a unique distributed learning environment accessible to a wide audience.

The Regulation on Distance Learning [3] provides for the organization of distance learning in asynchronous (participants interact with each other with time delay, using e-mail, forum, social networks, cloud services, etc.) and synchronous (participants are simultaneously in the system of distance learning and / or participate in webinars, video conferences, seminars, chats, etc.) modes. It is thanks to the asynchronous mode that flexibility and individualization of distance learning is provided. However, in practice, during quarantine, teachers usually combine asynchronous and synchronous learning modes, find optimal ways to interact with students, adapt traditional methods to the conditions of distance learning, while experiencing problems in hardware, digital technology.

Despite the existence of a single distance learning platform Moodle or G Suite for Education, teachers use a variety of digital technologies and online services, which in most cases complicate the process of organizing distance learning (registration, creating multiple accounts, the difficulty of finding the necessary material). the difficulty of adapting some platforms or applications to different gadget plans, etc.). Therefore, considering your own experience in organizing the educational process during quarantine, we recommend that you coordinate the actions of providers and applicants, you take a common approach and common platforms and tools for distance learning.

The use of computer technology does not change the duration of training, and often the use of electronic educational programs during classes requires more time, but allows the teacher to cover in more depth a particular theoretical issue. At the same time, the use of multimedia resources helps students to master more deeply the physical processes and phenomena, to study important theoretical issues that could not be studied without their use.

One of the main tasks of the educational process of students is the formation of their independent thinking, readiness for creative activity. It is necessary to form and

strengthen the competencies of students in continuing education and self-education, to develop skills to independently replenish their knowledge, skillfully and quickly navigate the flow of scientific and socio-political information. Therefore, it is necessary to form rational methods and techniques of educational work, to cultivate in them the need for knowledge, interest in learning, the use of acquired in specific practical situations.

Independent work is a means of obtaining deep and solid knowledge of students, a means of forming in them activity and independence, as a personality trait, the development of their mental abilities.

When independent academic work to understand any organized teacher active competitor's education designed to fulfill the didactic purpose in specially designated time, the search for knowledge, their understanding, consolidate the formation and development of skills, generalization and systematization of knowledge.

As a didactic phenomenon, independent work is, on the one hand, an educational task, ie what the student must perform, the object of his activity, and on the other hand – a form of manifestation corresponding to the activity of memory, thinking, creative imagination in performing it a specific educational task, which ultimately leads the student or to obtain a completely new, previously unknown to him task, or to deepen and expand the scope of application of already acquired knowledge [4].

Independent work involves active mental actions associated with finding the most rational ways to perform the proposed tasks, with the analysis of the results of work.

Today, during the initial course, it is necessary to provide enough information with a minimum number of study hours, with a guarantee of the integrity of the assimilation of educational material. At the world and requires the active introduction of new forms and methods. To this end, the use of elements of distance learning is considered effective.

Independent work with e-learning materials should be systematically and systematically included in the learning process. Only under this condition will strong subject competencies be developed.

When organizing independent work, it is necessary to carry out a reasonable combination of "traditional" educational work of students in the classroom (laboratory) with independent "distance" work.

In our opinion, the types of independent activities that students are invited to perform independently using information and telecommunication technologies include:

– work with the educational text;

– training exercises;

– performance of long-term tasks;

– preparation of reports and abstracts;

– virtual laboratory experiments and observations;

– technical modeling and design;

– study (design) of models of physical devices;

– creating presentations, videos for lessons;

– analysis of curricula and textbooks;

– recording of training sessions;

– formation of educational cases;

– creation of tasks in test form, interactive exercises and interactive computer models of real processes, phenomena, devices;

– mastering different platforms, applications, environments with online lessons.

During the acquisition of new material during the lessons, the parts of the educational information related to those generalized features of the components that were identified at the previous stage of activity are analyzed separately, separating the essential features and their substantiation, illustrations, proofs, etc.

After studying the new material, the essential features of the component are systematized, forming a system of statements, the assimilation of which creates in the mind a holistic view of the subject of knowledge.

Exploring some of the content component includes not only the collective analysis of experiments, graphs, charts, and also independently of the robot in students from different sources of information during the session. Most

methodical works in which abilities of work with the educational information are considered are devoted to these independent works. It is desirable to formulate the task so that the student was forced to adhere to the general plan of activities with physical or technical texts, just as it was done at school in the classroom when working with the textbook [5]. The student must be able, guided by abstracts, using paper and electronic publications, publications on the Internet to find the relevant essential features, their rationale and additional examples.

Given the specifics of the specialties of pedagogical institution of higher education 014 Secondary education, such a form as individual student tasks can be used to solve physical problems, which will significantly increase their number without significant overload of students. One such way is to use long-term multi- level tasks to solve physical problems.

Its essence is as follows. The study of a unit of educational material begins with the presentation of the educational problem, which in many cases is formulated in the form of a typical problem, which can be solved only after the introduction of a system of essential features of the component. After the sequential introduction of a system of essential features, their systematization, students are shown a sample of a typical problem and exercises are performed to consolidate new material, include it in the general system of knowledge on this subject, specify the findings, skills to apply them in different situations. This work continues during the performance of individual tasks.

The results of such tasks are checked not in the next lesson, but after the end of a certain topic by conducting various forms of control using tasks that students have solved individually.

Long-term tasks give students a relatively long time to complete them. Students will be able to use the Internet, remote assistance of the teacher via e-mail, video communication systems, social networks. This is not the main thing. It is important that students learn how to solve certain types of problems.

The long-term nature of the tasks allows you to increase the number of tasks, contributes to the individualization of learning.

One of the most promising areas of information technology in the study of physics is computer modeling of physical phenomena and processes. Computer

models allow you to demonstrate many physical effects on a computer screen, as well as allow you to organize new, non-traditional learning activities.

Computer models allow the user to control the behavior of objects on the monitor screen, changing the initial conditions of the experiments, and to conduct various physical experiments. Some models allow you to observe on the monitor screen, simultaneously with the course of the experiment, the construction of graphical dependencies of several physical quantities. Such models are of particular value because in their practice, students will find that students tend to have significant difficulty in constructing and reading graphs.

The following areas can be identified for independent work of students with computer models:

– computer experiments;

– experimental tasks (ie tasks for the solution of which it is necessary to think over and put the corresponding computer experiment);

– calculation tasks with subsequent computer verification (tasks that must first be solved without the use of a computer, and then check the answer by setting up a computer experiment). When compiling such tasks, it is necessary to take into account both the functionality of the model and the ranges of change of numerical parameters;

– problems with missing data (when solving such problems, it is necessary to find out which parameter is not enough to solve the problem and choose its value);

– creative tasks (it is offered to make one or several tasks, to solve them independently, and then, using computer model, to check correctness of the received results);

– research tasks (it is necessary to plan and conduct a number of computer experiments that would confirm or refute certain patterns);

– problem tasks (with the help of a number of models you can demonstrate the so-called problem situations, ie situations that lead to an imaginary or real contradiction, and then offer to understand the causes of such situations using a computer model).

For this purpose, it is necessary to use discipline "Application of the computer in teaching of physics". It is necessary to teach the future physics teacher not only

to use presentations and create tests, but also to independently develop computer models of physical experiments, processes, phenomena and be able to use them during training sessions. Today there is a wide variety of computer applications for both paid and free use.

Thus, when it comes to distance learning of physics for schoolchildren, it is first necessary to eliminate the distinction between the current level of teaching physics and the didactic capabilities of modern information society technologies. In our opinion, it is advisable to use the possibilities of distance learning not separately (distributed), but integrated.

It is necessary not just to process lesson plans, textbooks, manuals from paper to electronic version, but to develop methods and forms of such integrated learning and prepare future teachers from the first steps of obtaining higher education.

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