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METHODOLOGICAL RECOMMENDATIONS FOR USING THE HISOBLY PLATFORM

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Abstract
This thesis examines the appearance of the software and methodological complex for "Computational Methods" taught in higher education institutions, experimental research work, and educational content of the platform. Also, the methodological guide "Methodological recommendations for working on the Hisobly platform" on the use of the software and methodological complex was reviewed.

Keywords: Computational methods, software and methodological complex, experimental research, educational content, Hisobly platform.

Introduction

Our software and methodological complex for the subject “Computational Methods” for the direction of higher education institutions 60540100 - Mathematics creates a basis for further improving the scientific potential of students in the subject, for the wide use of information and communication technologies. Our software and methodological complex for “Computational Methods” that we created is used to solve problems that do not have a clear solution or are difficult to calculate in various ways. We use this platform called “Hisobly” to help students spend their free time productively, as well as search for and analyze solutions to problems through mathematical constructions, block diagrams in the Maple, MathCAD, Python programming languages, and Flowgorithm.

Each student can register via their email and independently master the subject of “Computational Methods” through the platform. The platform contains theoretical information on “Computational Methods”, practical exercises and assignments, video lectures, presentations, final test tasks to test their knowledge, as well as special methodological instructions for using the platform and uploading practical exercises. This allows students to learn remotely, making the most of their time, and monitor their results step by step. Also, the student can receive advice and methodological instructions from the teacher online on all problems that may arise during this time. This situation increases the possibility of trust and discussion between the student and the teacher.

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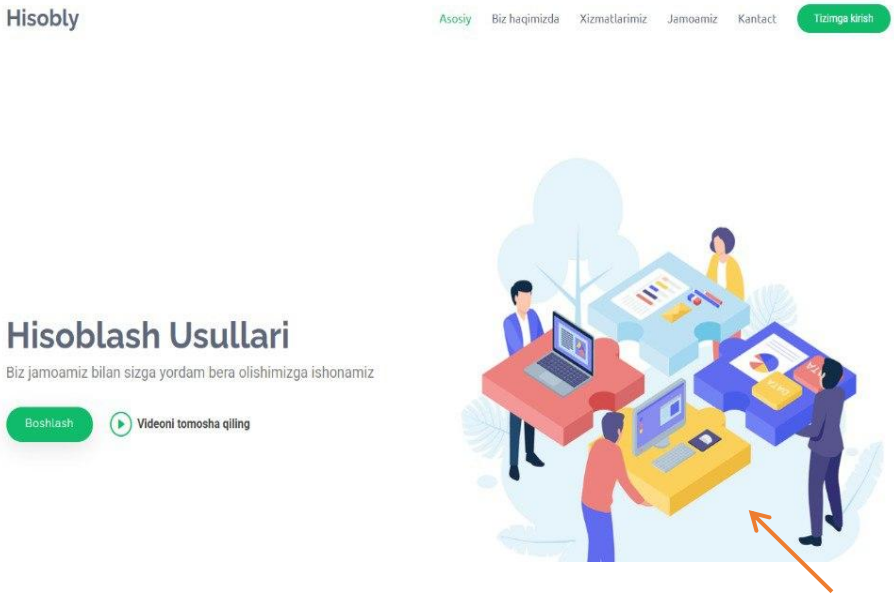
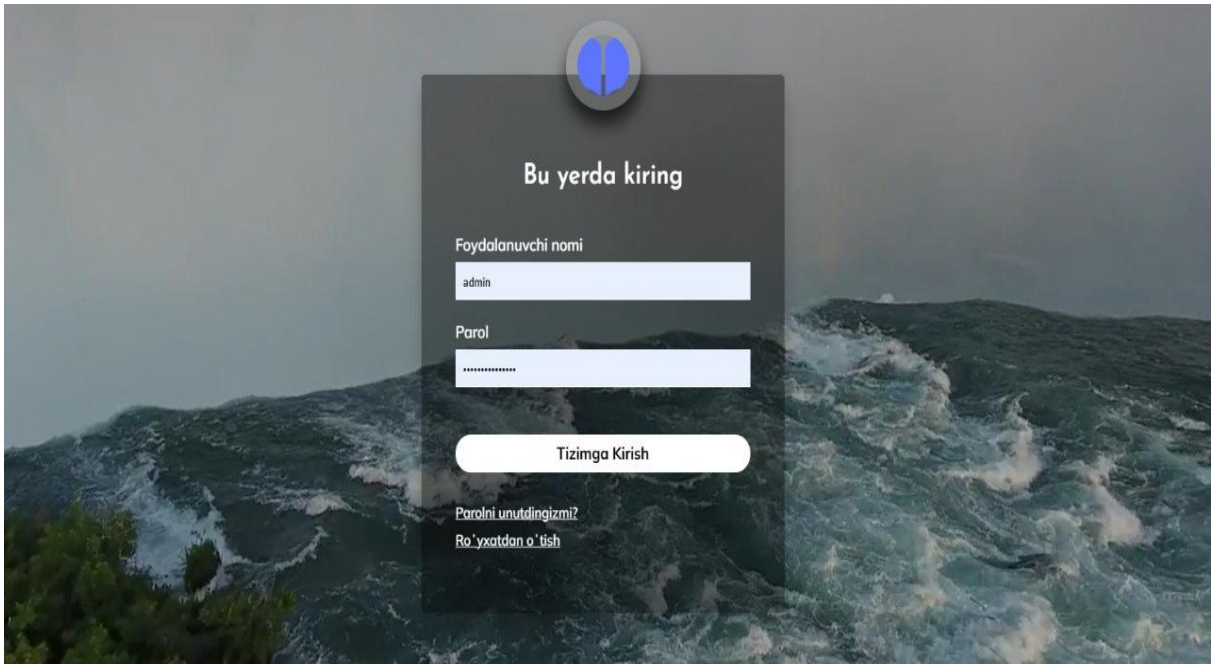
RESEARCH METHODOLOGY

1) To subscribe to the "Calculation Methods" course, launch any Internet browser, enter the address www.hisus.uz in the address bar and confirm. The general appearance of the platform is as follows, first go to the "Login" section.



2.4- Fig. Launch the program.

2)We can register by going to the "Registration" section.

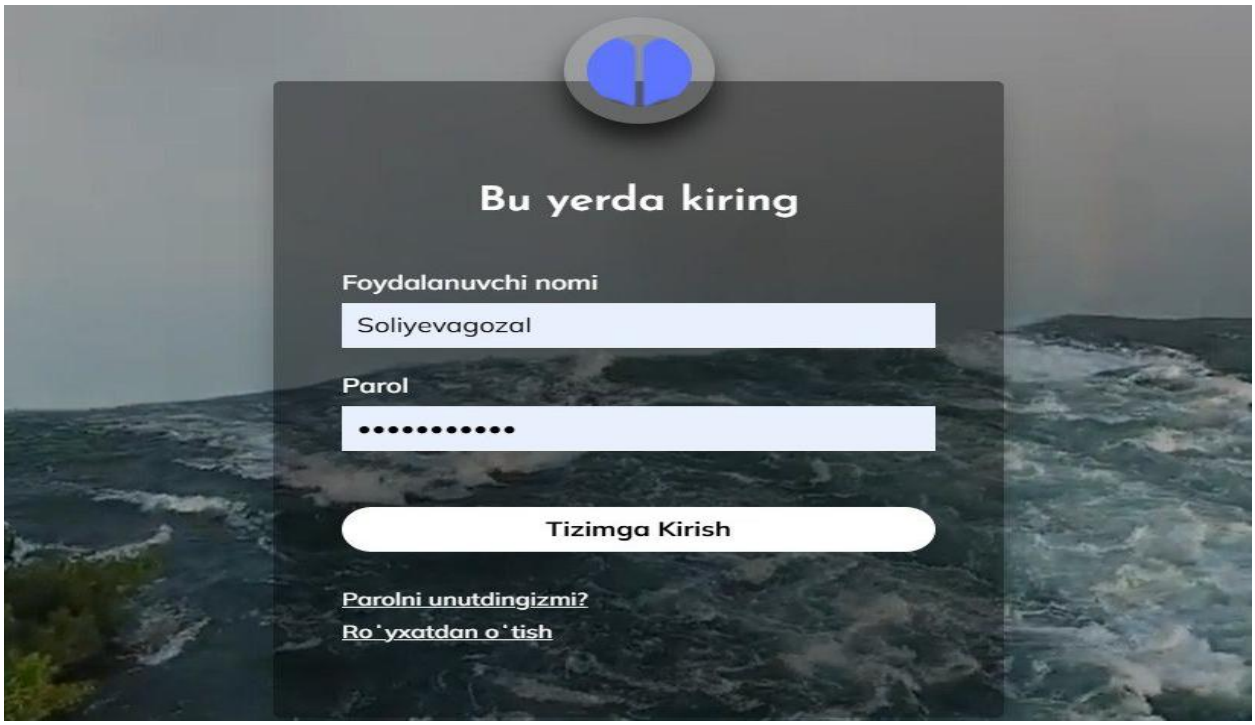


2.5- Fig. Become a member

2) Enter “Username”, “First Name”, “Last Name”, “E-mail Address” and “Password”. Please note that the password must be at least 8 characters long. Then click the “Register” button.

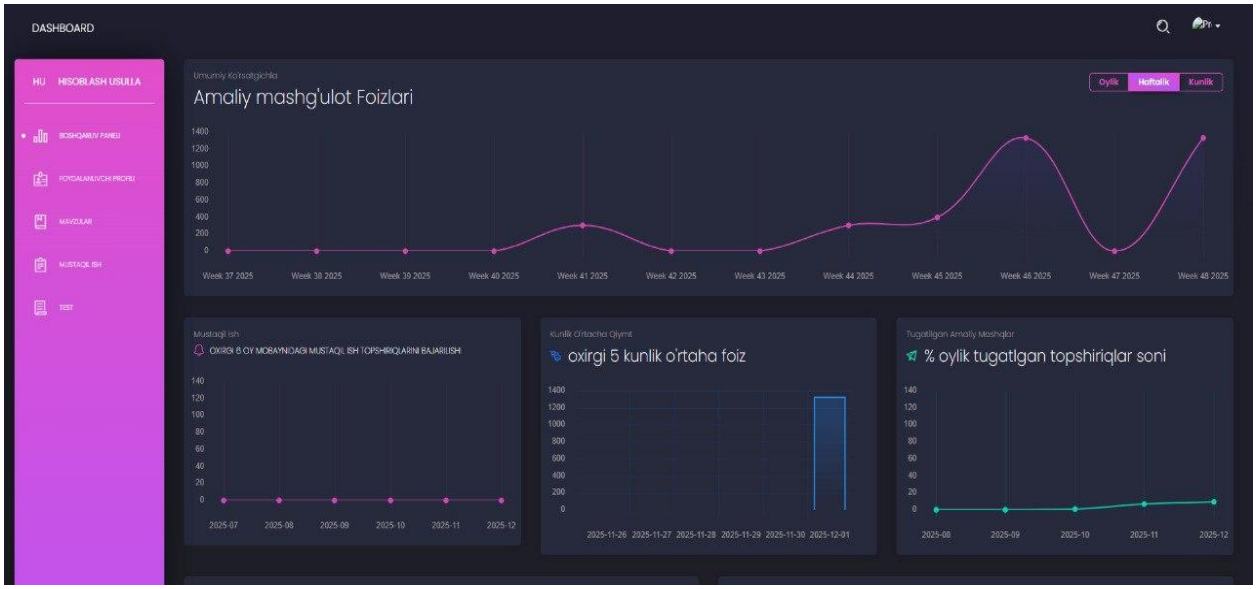
2.6- Fig. Filling out the questionnaire

2) From this window, enter the previously created "Username and Password" and click "Login".



2.7- Fig. Confirming a list entry

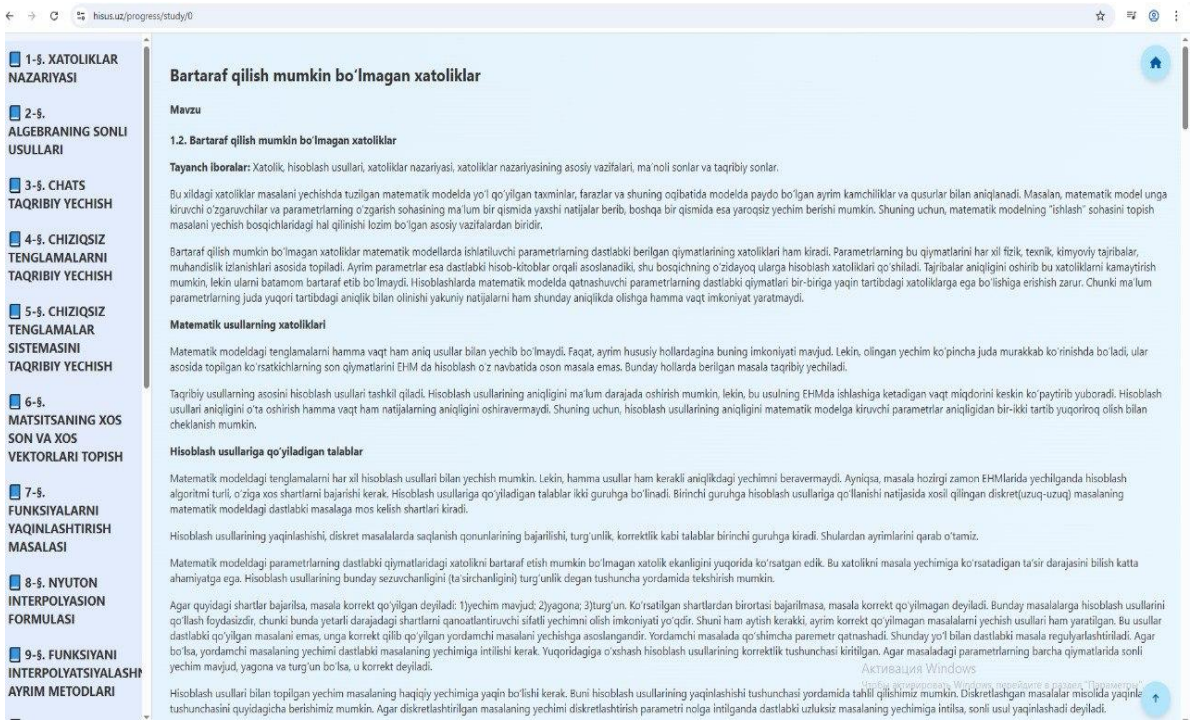
2) This learning content graphically represents the tasks completed in the practical exercises. It shows monthly, daily and weekly results.

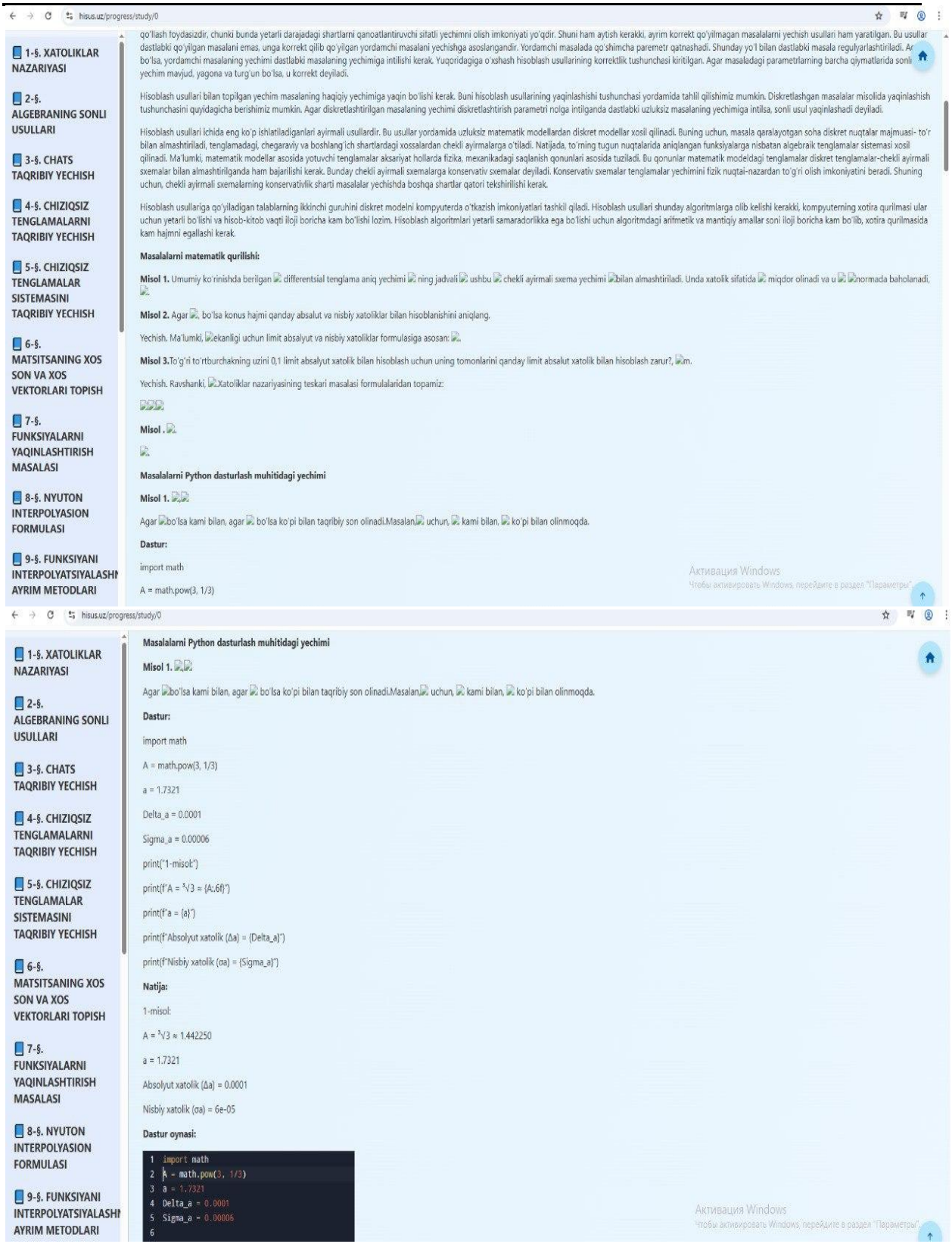


2.8- Fig. Educational content of the course "Computational Methods"

2) On the Hibly platform, we can receive all types of files as lecture and practical training materials and post practical training assignments.

We go to the "Topics" section of the educational content and get complete information on the topic.





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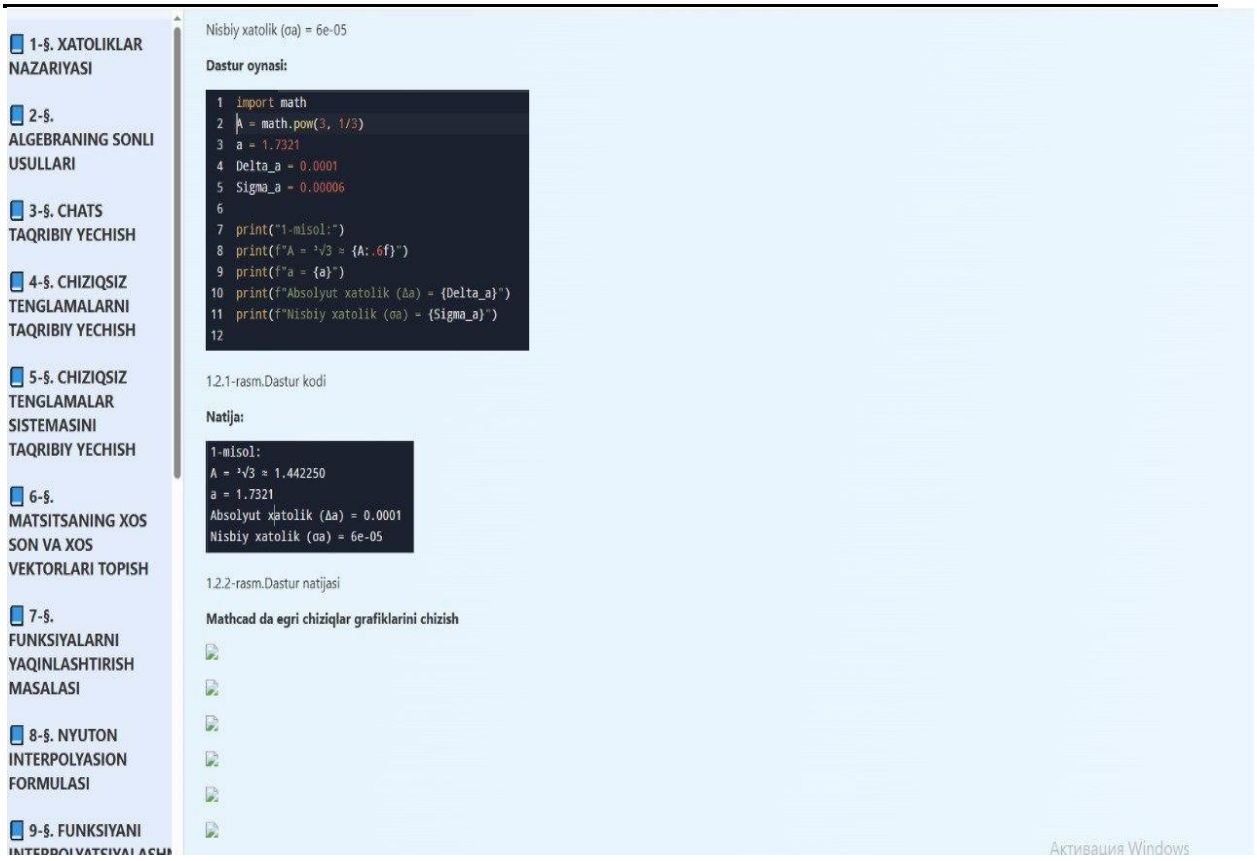
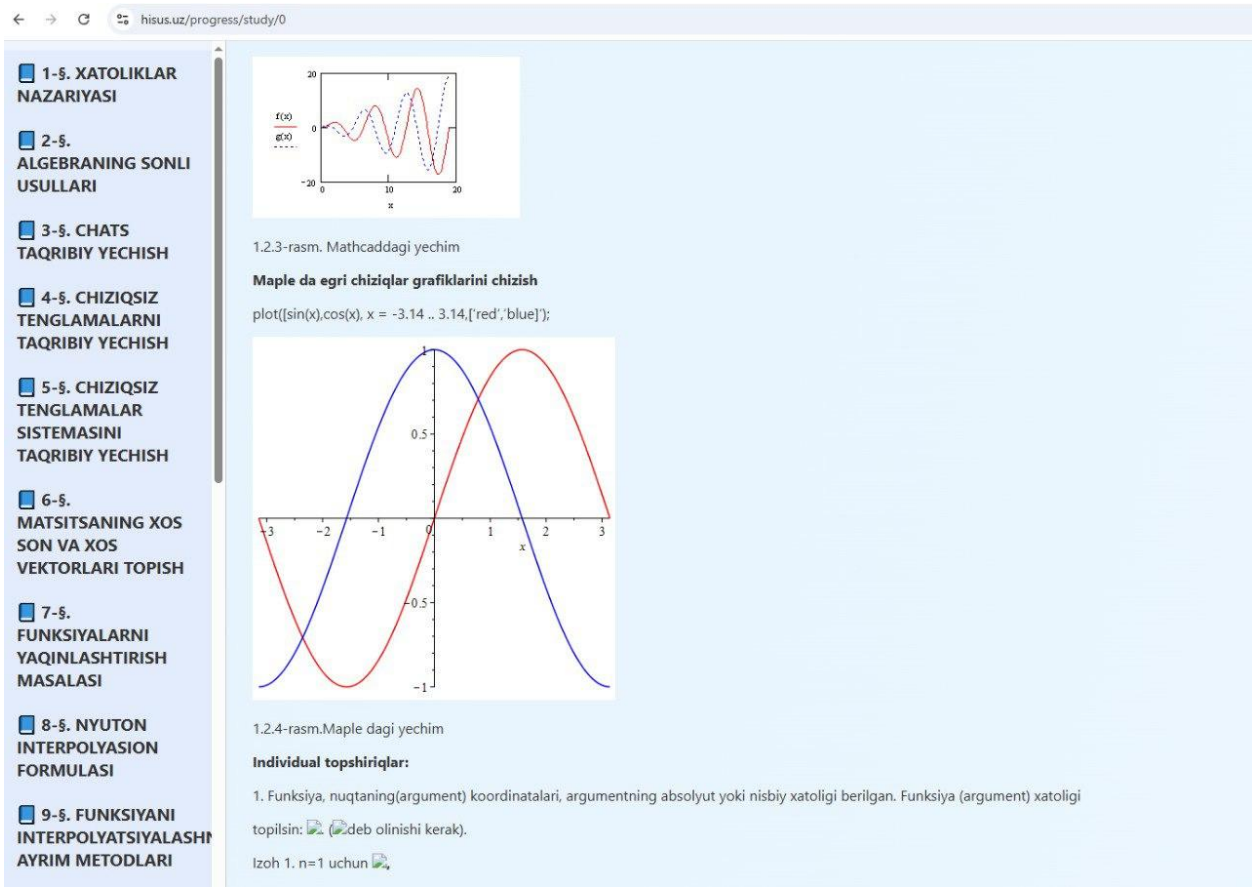
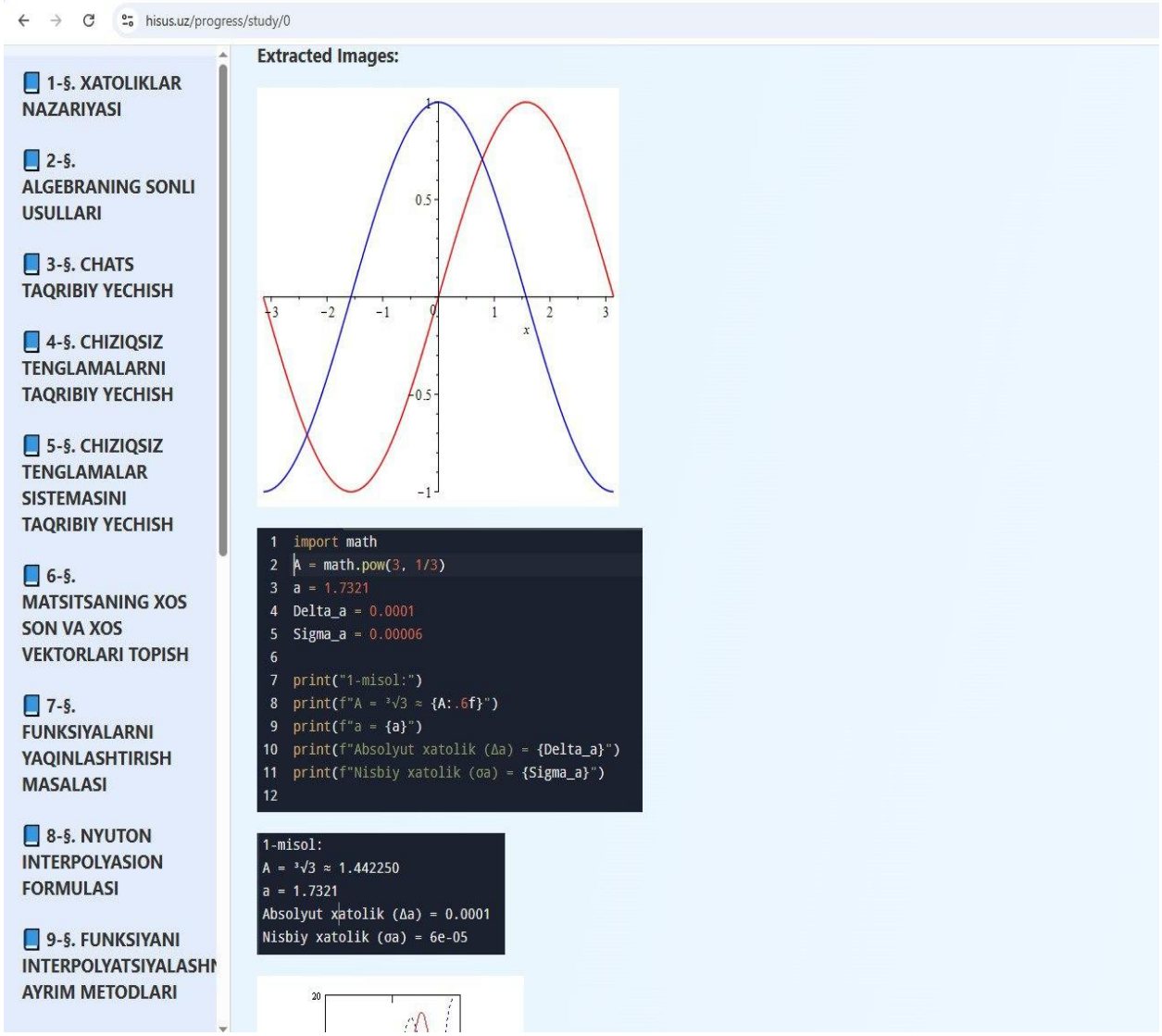
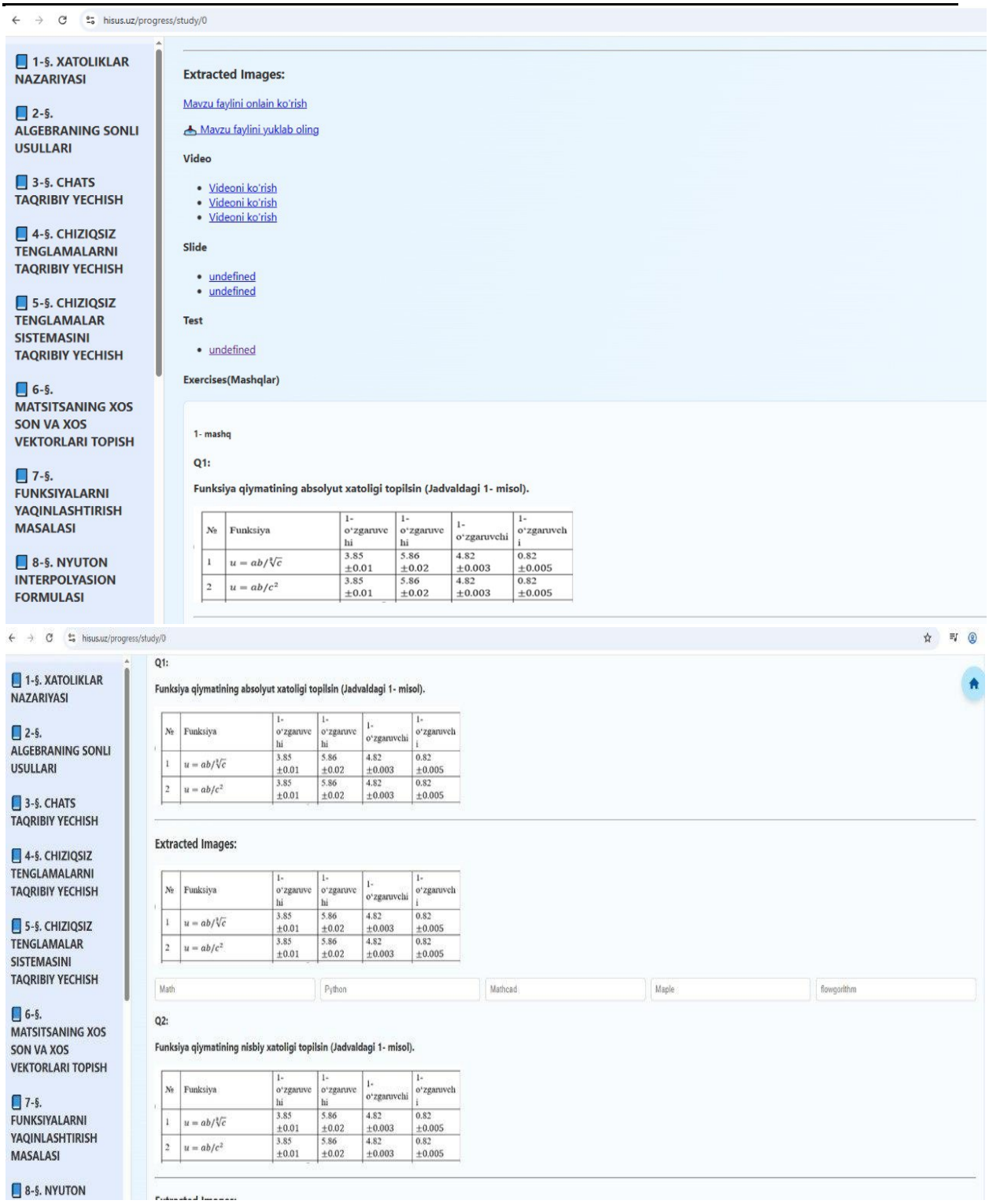






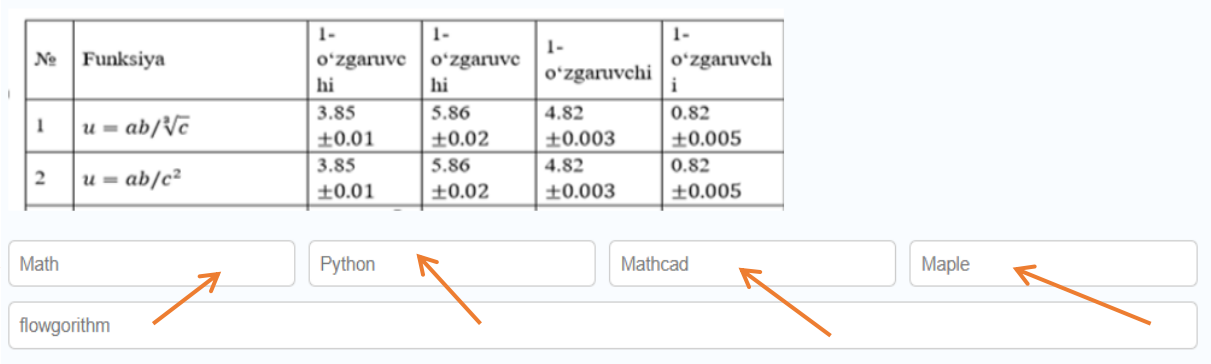
2.9-2.10-2.11-2.12-2.13-2.14- Fig. Topics page

7) The Hisobly platform, which includes theoretical information on the above topics and mathematical construction of problems based on theoretical information, description of the algorithm through block diagrams, solutions and graphs in the mathematical packages Maple and MathCad, program code and results in the Python programming language, video tutorials in Uzbek, English, and Russian, doc format and presentation views of the topic, has brought several conveniences to students. In particular, students can find answers to questions that arise in independent situations outside of class through the platform.



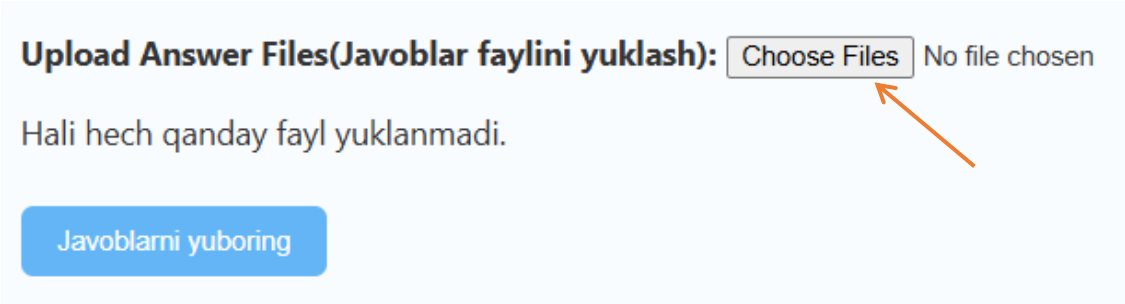
2.15-2.16- Fig. Assignments page

8) We will begin the process of uploading our completed tasks to the platform based on the theoretical and practical skills above.



2.17- Fig. Individual tasks window

We will complete the assignments in these sections using Math (mathematically), Python (programming language), Mathcad (mathematical package), Maple (mathematical package) and Flowgorithm (block diagrams) and upload them to the indicated location. Only the numerical part.



2.18- Fig. File upload window

9) This is where we upload the file of our completed tasks. The file can be uploaded in doc, pdf, and image formats.

2.19- Fig. Practical training schedule

10) After we upload, the tasks we submit will increase by a percentage, giving a result like the graph above.

11) This picture also reflects our results for the last 5 days.

2.20- Fig. Average percentage for the last 5 days

While studying lectures and completing assignments for practical classes, students will be able to use the glossary and electronic manuals collected for the course.

It is clear that when mastering the course, students will be able to independently search for knowledge and determine the level of knowledge they have acquired, while the teacher, in turn, will be able to monitor the level of students' mastery of the topics and supplement the learning material at the right time.

When organizing distance learning for students, it is important to use the capabilities of computer technology and its programs, to help students master the course using computer tools, and to determine their level of knowledge.

To organize the "Computational Methods" course taught in mathematics departments of higher education institutions through distance learning, it is necessary to first pay attention to the student's learning ability and interest in the subject.

After mastering all the topics, the student takes the final test. The final test determines the level of mastery of the course "Methods of Calculation". Students who complete the course well and excellently will be awarded an electronic certificate to further increase their motivation and encourage them.

We have developed methodological guidelines for teachers and students on how to use the software and methodological complex to monitor the course and students using it.

CONCLUSION

In conclusion, it is advisable to use all the tools of the software and methodological complex to determine the level of independent learning and mastery of students.

Therefore, we believe that if students of mathematics majors in higher education institutions are taught not only the "Computational Methods" course, but also other specialist subjects through a software-methodological complex, they will be given the opportunity to acquire independent knowledge and their learning efficiency will increase.

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