

## USE OF ICT IN PRACTICAL LESSONS OF NUCLEAR PHYSICS

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### ABSTRACT

This article is dedicated to the effective organization of physics lessons through digital technologies, and it talks about increasing the effectiveness of lessons by using the latest advances in digital technologies in physics lessons.

**Keywords:** digital technology, digital education, e-textbook, collection of e-lectures, virtual laboratory developments, technical tools, software tools.

### INTRODUCTION

Teaching physics in higher educational institutions requires, first of all, to acquaint students with the achievements of modern physics, to show the place and role of this science in scientific and technical development, and to shape the natural-scientific worldview of future specialists. Because physics occupies a special place among natural sciences, it is all constitutes the foundation of natural sciences. Because physics has contributed and continues to contribute to the achievements of all natural sciences. Examples of this include physical chemistry, chemical physics, biophysics, astrophysics, geophysics and other new sciences. It's no secret that the role of physics in medicine today is incomparable, because its contribution began with X-rays, and today it continues with the use of ultrasound and lasers, as well as computer tomography. Also, in saving humanity from the energy crisis, physics makes and will make its due contribution by discovering the use of atomic and nuclear energies.

Physics is considered as a course-study subject. According to its content, it is taught in general education schools, academic lyceums and vocational schools, as well as in higher educational institutions. The program, textbooks and training manuals reflecting the content of the physics course are compiled and written by physicist-methodists. Pupils and students who read these at different stages of education will have a certain level of knowledge in physics.

Physical knowledge is the reflection of physical phenomena in nature, laws in life in the mind of a person. Factors that have a positive effect on improving students' knowledge are as follows:

- high intellectual potential of students, in other words, their interest in studying and their creative approach to it;
- that the scientific potential and professional skills of teachers are at a sufficient level;
- that the contents of the used educational programs and educational procedures fully meet the didactic requirements;
- full provision of the teaching process in terms of information, communication and method;
- availability of the material and technical base necessary for training;

- availability of sanitary-hygienic, safety, social-psychological conditions necessary for effective organization of education, sufficient financial provision of education;
  - satisfaction of teachers' material and spiritual needs;
  - not to violate the rights of students and to fulfill their obligations
- teaching to be humane;
- implementation of educational process based on democratic principles, etc.

Based on the above, it is not difficult to realize that the teaching of physics in the continuous education system at the level of modern requirements is one of the actual scientific and methodological problems of teaching this subject.

To increase attention to the teaching of physics and its quality at various stages of education, and to educate the young generation about its content and achievements it is emphasized that it is necessary to get acquainted with.

Of course, the physics teacher plays a key role in the implementation of all this. Based on this, it is permissible to dwell on how physics should be taught in the training of future physics teachers in higher educational institutions. Because the "modern natural-scientific view of the universe" will be passed on to the next generation to the extent that it is formed by future physics teachers, and its implementation is a very responsible task. In order to adequately fulfill this task, a physics teacher must have deep knowledge, master the skills and abilities of teaching science, be aware of modern pedagogical and innovative information technologies and use them in his practical life. It is necessary to be able to use it in his work.

Nowadays, this issue is very urgent, and its solution requires the implementation of physics teaching in general education schools, academic lyceums and vocational schools, and higher education institutions at the level of the requirements of the time and society. Of course, in order to solve this problem, first of all, it is necessary to further strengthen the theoretical and practical training of physics teachers who are being trained in higher schools. For this, it is necessary to further improve the teaching methodology of the courses of general physics and theoretical physics and physics teaching methodology taught in higher schools and implement the following:

- improvement of the content of taught physics courses, taking into account the achievements of modern physics;
- the content of the above physics courses, which are studied according to their implementation of lectures and practical trainings with effective use of new pedagogical and information and communication technologies;
- it is necessary to strengthen the professional orientation of the high school physics course.

New information and communication technologies are currently one of the most relevant topics, the reason for which is the need to use different methods to study, research and gain experience in each field. Therefore, it is appropriate to use new information and communication technologies from the age of kindergarten until acquiring a perfect profession.

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