UDC 378.013

IMPORTANCE OF USING REMOTE CONTROL SOFTWARES IN THE CLASSROOM

Gylyjov A.A. , Ovezgeldiyev A.O.

Oguz han engineering and technology university of Turkmenistan, Ashgabat, Turkmenistan, annamyrat@sanly.tm

Abstract. Using remote control software in a classroom without multimedia resources is essential for enhancing the learning environment. The software allows educators to remotely access students' devices, providing real-time technical support and personalized assistance with the need for physical presence. This is particularly valuable in classrooms without multimedia resources, as it enables teachers to troubleshoot technical issues, demonstrate software applications, and maintain a focused learning environment despite potential limitations.

Keywords: Education, innovative achievements, pedagogical technologies, pedagogy.

These software are intended for use in classrooms that are not equipped with multimedia facilities. By using multimedia, the teacher can make the lesson effective and interesting. Multimedia helps to effectively absorb the lesson and focus the attention of the students on the lesson. Using remote control software in a classroom without multimedia resources is essential for enhancing the learning environment. The software allows educators to remotely access students' devices, providing real-time technical support and personalized assistance with the need for physical presence. This is particularly valuable in classrooms without multimedia resources, as it enables teachers to troubleshoot technical issues, demonstrate software applications, and maintain a focused learning environment despite potential limitations. Additionally, remote control software facilitates collaborative learning by allowing students to share their screens and work together on projects, fostering a sense of connectivity even in a resource-constrained setting. By leveraging remote control software, educators can optimize the teaching-learning process and create a more engaging and effective educational experience for students in classrooms without traditional multimedia resources A. Garayev mentions the importance of multimedia technologies in his textbook "Methodology of teaching informatics" as follows: "A multimedia program has the ability to bring all kinds of information together. According to the results of the studies: A person learns 25 % of what he hears, a third of what he sees - 33 %, and when vision and hearing are combined (seeing and hearing) 50% of information. It has been proven that if you activate teaching using multimedia technologies, 75 % of the information is retained in memory."[1, 21 p.] The use of information technology in teaching is also increasing day by day. Based on this point of view, this project was developed in order to use multimedia resources in classrooms. In his textbook "Pedagogy I", B. Basarov mentions the help of multimedia tools in learning the lesson: "Although a child's ability to absorb information is high in today's age of computer technology, it is not unlimited at any age. When the content and structure of educational work is adapted to the stage of development of the child's wisdom, it conditions efficiency and success in this work."[2, 52 p.]

First, you should search the Internet for remote control software for both computers and phones. Then, depending on the operating system of the teacher's computer (Windows, Linux, MAC OS), you need to install remote control software. Then, depending on the operating system of the student's phone (Android, IOS, etc.), you need to install the remote control software. The teacher's computer and students' phones must be connected to a common network. As a public network, you should create a hotspot using the computer or phone, the internet, the school's internal network. After the teacher and students are connected to a shared network, the teacher must share the IP address (or ID number provided by the software) of the teacher's computer with the students. Launch the software on the student's phone and enter the IP address (or ID number) of the teacher's computer into the designated cell in the software. The teacher must then give the testing students special permissions (so that they can only see the teacher's computer screen) to connect to their computer. After the settings are made, students can only watch on their phones what the teacher is doing on the computer. If the class is held in a computer lab or if the student has a personal computer, they can watch the teacher's work on the phone and practice it.

Of course, every job has its advantages and disadvantages. The advantages are that the student can watch the teacher's work in real time from his mobile phone. A teacher can also use it as an instructional tool for students. B. Basarov mentions this in his textbook "Pedagogy I": "The role of modern computer and multimedia equipment in visual teaching is very important. With the help of multimedia technology, the teacher has the opportunity to show various images, texts, animations, drawings, pictures, videos, slides in the lesson."[2, 294 p.] In terms of failure, all devices are connected to a single device, i.e. they work in a star topology. Communication will be lost if there is a problem with the teacher's computer network or if there is a problem with the public network. This will disrupt the sequence of the lesson.

The importance of using remote control software in иthe classroom is undeniable, as it revolutionizes traditional teaching and learning methods and empowers educators and students alike with a dynamic and interactive educational experience.

A primary benefit of integrating remote control software in the classroom is the ability to seamlessly

incorporate multimedia content into lessons. Educators can utilize this technology to present visual demonstrations, interactive exercises, and real-time applications, thereby enhancing students' comprehension and engagement. By visually illustrating complex concepts and demonstrating their practical relevance, educators can cater to diverse learning styles and create a more immersive learning environment. This not only encourages active participation but also fosters deeper understanding and retention of the material being taught.

Moreover, remote control software encourages collaboration and active participation among students. It enables them to share their own screens, showcase their work, and contribute to discussions, fostering a sense of ownership and empowering them to take an active role in their learning journey. This peer-to-peer interaction promotes critical thinking, creativity, and problem-solving skills, preparing students for success in an increasingly interconnected world.

From a pedagogical perspective, remote control software allows educators to provide personalized support to students based on their individual learning needs. Real-time interactions through screen sharing facilitate immediate feedback, clarification of doubts, and targeted interventions to address misconceptions. This personalized approach to teaching enhances the learning experience by addressing the unique requirements of each student, ultimately leading to improved academic outcomes.

In addition to its pedagogical benefits, the practical implications of remote control software in the classroom are significant. It provides educators with the flexibility to deliver high-quality content in both physical and virtual learning environments, ensuring continuity of education in various settings. Furthermore, the ability to record and archive screen-shared lessons and presentations facilitates accessibility for students who may have missed a class or require additional review. This feature not only supports students' learning but also serves as a valuable resource for educators' professional development and instructional refinement.

Considering the broader context of digital literacy and preparedness for the modern world, the integration of remote control software in the classroom is essential. It equips students with the technological skills and competencies necessary to navigate an increasingly digital landscape. Familiarity with screen share software empowers students to communicate, present information effectively, and collaborate with peers, preparing them for the demands of the 21st century.

In summary, the strategic adoption of remote control in the classroom goes beyond convenience; it embodies the principles of engagement, interactivity, and inclusivity. By leveraging this technology, educators are creating an enriched and interactive learning environment that prepares students for the digital age. The versatility, accessibility, and engagement facilitated by remote control software not only enhance the educational experience but also equip students with the competencies needed to thrive in an ever-evolving world.

The integration of remote control software in the classroom is a pivotal step in embracing technological advancements and adapting to the evolving educational landscape. As education continues to evolve, the importance of utilizing screen share software becomes increasingly apparent, as it plays a transformative role in enhancing the overall quality of learning and preparing students for success in an ever-changing world.

Reference list

1. Garayev A. Methodology of teaching informatics, Ashgabat, – 2019.

2. Basarov B. and others. Pedagogy I, Ashgabat, TSPS, – 2017.

3. Ashyralyiev Ch. Computer technologies, Ashgabat, TSPS, – 2008.

4. Todd Lammle. CompTIA Network+, John Wiley & Sons , – 2018.

5. Doug Lowe. Networking ALL-IN-ONE, John Wiley & Sons, Inc., 2021.

6. Judith Hurwitz, Marcia Kaufman, and Dr. Fern Halper.

7. Cloud Services For Dummies, John Wiley & Sons, Inc., 2012.

8. М.Э. Абрамян. Электронный справочник по программированию Версия 4.5. Ростов на Дону, 2005

9. С. А. Абрамов, Г. Ф. Гнездилова, Е. Н. Капустина, М. И. Селюг. Задачи по программированию, Вологда, 200

10. Ç.Aşyralyýew Kompýuter tehnologiýalary. Aşgabat 2008ý.

11. G.Rozyýew Informatikany okatmagyň usulyýeti. N. Karýagdyýew, Aşgabat 2010ý

ВАЖНОСТЬ ИСПОЛЬЗОВАНИЯ ПРОГРАММНОГО ОБЕСПЕЧЕНИЯ ДИСТАНЦИОННОГО УПРАВЛЕНИЯ В КЛАССЕ

Гылыджов А.А., Овезгельдиев А.О.

Инженерно-технологический университет Туркменистана имени Огуз хана, Ашхабад, Туркменистан,
annamyrat@sanly.tm

Аннотация. Использование программного обеспечения для дистанционного управления в классе без мультимедийных ресурсов имеет важное значение для улучшения учебной среды. Программное обеспечение позволяет преподавателям получать удаленный доступ к устройствам учащихся, обеспечивая техническую поддержку в режиме реального времени и персонализированную помощь при необходимости физического присутствия. Это особенно ценно в классах без мультимедийных ресурсов, поскольку позволяет учителям устранять технические проблемы, демонстрировать программные приложения и поддерживать целенаправленную среду обучения, несмотря на потенциальные ограничения.

Ключевые слова. Образование, инновационные достижения, педагогические технологии,