

VISUAL-GRAPHIC COMPETENCIES OF SPECIALISTS IN A HYBRID EDUCATIONAL ENVIRONMENT ON THE BASIS OF DIDACTIC REQUIREMENTS (ON THE EXAMPLE OF STUDENTS OF THE TECHNICAL DIRECTION)

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Abstract:

This methodology presents a comprehensive approach to develop visual-graphic competencies in technical students in a hybrid educational environment. It addresses the didactic requirements of relevance, activity, collaboration, feedback, and assessment to ensure effective learning. The methodology incorporates both face-to-face and online components, utilizing hands-on activities, project-based learning, workshops, and technology integration. Through peer feedback, collaboration, and regular assessments, students engage in active learning and receive tailored support. The methodology is designed to foster the development of essential visual-graphic skills, such as visual hierarchy, color theory, and composition, equipping students with the competencies required for success in technical fields. The evaluation process involves self-assessments, peer evaluations, instructor observations, project outcomes analysis, and external industry feedback to monitor progress and ensure the effectiveness of the approach.

Keywords: Visual-graphic competencies, Hybrid educational environment, Didactic requirements, Technical students, Active learning, Collaboration, Feedback, Assessment, Project-based learning, Technology integration

Introduction

Visual-graphic competencies are essential for specialists in technical fields, enabling them to effectively communicate and solve complex problems. In a hybrid educational environment that combines face-to-face and online learning, it is crucial to develop these competencies systematically. This paper outlines a comprehensive methodology for fostering visual-graphic competencies in students of technical direction.

In the rapidly evolving technological landscape, visual-graphic competencies have become indispensable for specialists in technical fields. These competencies

empower individuals to effectively communicate complex ideas, solve problems, and make informed decisions. In a hybrid educational environment that seamlessly blends face-to-face and online learning experiences, it is imperative to develop these competencies systematically and holistically.

This paper presents a comprehensive methodology for fostering visual-graphic competencies in students of technical direction within a hybrid educational environment. Grounded in sound didactic principles and best practices, this methodology provides a roadmap for educators to effectively equip students with the necessary skills and knowledge to thrive in their future careers. By integrating hands-on activities, project-based learning, technology integration, and collaborative learning opportunities, this methodology aims to cultivate students' creativity, problem-solving abilities, and visual communication skills.

MATERIALS AND METHODS

The methodology is based on the following didactic requirements:

- **Relevance:** Learning activities must be meaningful and align with the competencies required by the profession.
- **Activity:** Students should actively engage in hands-on exercises and projects that develop their visual-graphic skills.
- **Collaboration:** Encourage collaboration among students to share ideas and foster cross-disciplinary learning.
- **Feedback:** Provide timely and constructive feedback to enhance students' understanding and improve their work.
- **Assessment:** Regularly assess students' progress to monitor their development and provide targeted support.

The methodology incorporates both face-to-face and online components:

- **Face-to-face:** Classroom sessions, lab activities, and project presentations allow for immediate feedback and hands-on practice.
- **Online:** Online materials, discussions, and simulations supplement face-to-face interactions and provide flexibility for self-paced learning.

Results and Discussion

The methodology was implemented in a hybrid educational environment with students of technical direction. The results showed that students significantly improved their visual-graphic competencies, as measured by their performance on assessments, project outcomes, and external industry feedback. The methodology was found to be effective in fostering active learning, collaboration, and regular feedback, which contributed to the students' development of essential visual-graphic skills.

Conclusion

The methodology presented in this paper provides a systematic approach to develop visual-graphic competencies in technical students in a hybrid educational environment. By adhering to the didactic requirements of relevance, activity, collaboration, feedback, and assessment, educators can effectively equip students with the skills necessary for success in their chosen field.

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Evaluation

The effectiveness of the methodology is evaluated through:

- Student self-assessments
- Peer evaluations
- Instructor observations
- Analysis of project outcomes
- External industry feedback

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