METHODOLOGY FOR THE DEVELOPMENT OF 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: Modern technology, Information technology (IT), Digital transformation, IT studies, Digital literacy, Innovation, Productivity, Communication, Education, Ethics

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 methodology outlines a

comprehensive approach to foster visual-graphic competencies in students of technical direction.

Didactic Requirements

To effectively develop visual-graphic competencies, the following didactic requirements must be met:

• 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.

Methodology

1. Introduction to Visual-Graphic Concepts

• Classroom sessions and online materials introduce fundamental concepts of visual-graphic communication, such as visual hierarchy, color theory, and composition.

2. Hands-On Activities

• Lab sessions and online exercises allow students to practice creating visual representations of technical data, design sketches, and presentations.

3. Project-Based Learning

• Students work on interdisciplinary projects that require them to apply visual-graphic skills to solve real-world problems.

4. Workshops and Guest Lectures

• Invite experts from the field to share their insights and techniques, exposing students to industry best practices.

5. Peer Feedback and Collaboration

• Provide opportunities for students to critique and share feedback on their work with peers, fostering constructive dialogue and idea exchange.

6. Technology Integration

• Utilize specialized software and online platforms to enhance students' visual-graphic capabilities.

7. Assessment

• Employ a combination of formative and summative assessments to monitor students' progress and provide tailored feedback.

Implementation in a Hybrid Environment

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

Evaluation

The effectiveness of the methodology is evaluated through:

• Student self-assessments

• Peer evaluations

• Instructor observations

• Analysis of project outcomes

• External industry feedback

Conclusion

By adhering to the didactic requirements outlined in this methodology, educators can effectively develop visual-graphic competencies in technical students in a hybrid educational environment. This approach fosters active learning, collaboration, and regular feedback, ensuring that students acquire the skills necessary for successful careers in their chosen field.

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