

**SCIENTIFIC  
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**THE ISSUE CONTAINS:**

Proceedings of the 5th  
International Scientific  
and Practical Conference

**SCIENTIFIC COMMUNITY:  
INTERDISCIPLINARY RESEARCH**



**HAMBURG, GERMANY**  
**26-28.08.2021**



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### EDITOR COORDINATOR

**Anna Svoboda** 

Doctoral student  
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annasvobodaprague@yahoo.com

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**Mazhitova Lyailya Hamitovna**

Professor, Department of Space Engineering,  
Institute of Telecommunications and Space Engineering,  
AUPET named after Gumarbek Daukeyev, Republic of Kazakhstan

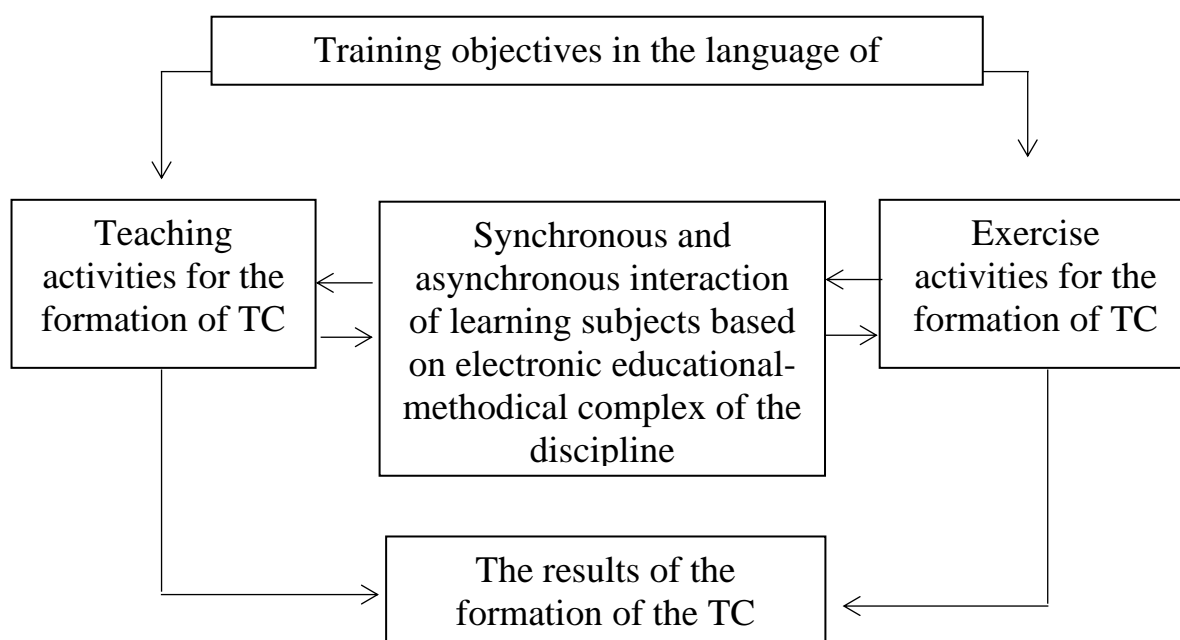
**Nauryzbayeva Gulnara Kadyrbekovna**

Senior Lecturer, Department of Space Engineering,  
Institute of Telecommunications and Space Engineering,  
AUPET named after Gumarbek Daukeyev, Republic of Kazakhstan

**NEW APPROACHES TO TEACHING PHYSICS UNIVERSITY  
STUDENTS IN THE CONDITIONS OF DIGITALIZATION**

In connection with modern requirements, educational institutions are digitizing the educational process, actively developing massive open online courses and distance learning, and using the latest advances in information technology. Distance education, thus, has received an additional load on the training system for future bachelors and in the field of engineering work in the form of requirements for the quality of future professional activities, its practical composition, and readiness to apply knowledge in practice. Students of technical universities begin to receive professional practical skills in the field of their chosen specialty in senior courses, in production or in research laboratories after studying a physics course. In our opinion, the continuity of training can be carried out by switching to teaching physics while simultaneously using the principles of personality-activity and vocationally-directed learning in the context of a model of a technical specialist, the main purpose of which was to determine the object of practical professional activity of a future bachelor. This makes it possible to bring the educational activities of students into line with their future professional ones by defining professional tasks from the model of a specialist working in the electric power industry [1]. In accordance with the goals and objectives, the content of distance learning is determined, presented through the EUMKD (electronic educational and methodological complex of the discipline). The activities of teaching and learning

of students are regulated, methods, forms and means of online distance learning are selected, at present, as methods of organizing activities, the result of educational activities reflects the quality of training in accordance with the successful teaching activities of students, as well as its diagnostics and control ( picture 1).



**Fig. 1. Content of distance learning physics on the formation of technical competencies of students**

In this case, the formation of technical competencies can be effectively carried out in the context of teaching university students, provided that the content and methods of distance learning in physics are focused on a model of professional activity based on a competency-based approach to professional training. In a digital format, online training provides, as is known, synchronous and asynchronous types of training [2]. To conduct a professionally directed online lesson with the maximum benefit for both parties, you need to combine the synchronous lesson with the asynchronous one. Thus, the digitalization of education on the example of online physics distance learning, based on the use of professionally oriented training, has shown the possibility of improving the quality of training in the studied discipline, increasing the levels of formation of technical competencies of future bachelors in the field of energy [3].

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