

**A MECHANISM FOR DEVELOPING TASKS FOCUSED ON VISUAL POTENTIAL****Murodova Zarina Rashidovna**

Doctor of Pedagogical Sciences (PhD), Associate Professor of the Department of General Technical Sciences of the Asia International University

[zarina\\_muradova\\_2015@mail.ru](mailto:zarina_muradova_2015@mail.ru)

The assignments on these topics and the requirements for them are as follows:

1. The presence of certain undesirable parameters of the task.
2. The presence of clear outgoing parameters of the task.
3. To have at least one variant of finding a solution to the task.
4. The fact that to solve the task is based on the knowledge that the student has mastered before.
5. The presence of a method of solving the task with several interrelated knowledge.

It would seem that the development of assignments based on these requirements is often taken into account. But the authors also emphasize the need to simplify some of the features by introducing special cases in the solution of the task[2].

On the basis of requirements, it is possible to formulate issues and assignments, but to formulate and determine the actual capacity, we must look at two more features, weight and genealogical assignments.

1. Mission weight – this is a feature that indicates the degree of difficulty of the task. On the basis of weight, it is possible to determine the capacity, resourcefulness, speed of the pupil.
2. Task genealogy – it is understood that the attribute of the task is connected (partially connected) to the previous task. Genealogy assignment shapes and strengthens the student's skills such as finding legitimacy, independent thinking, remembering, introducing previous experience[1].

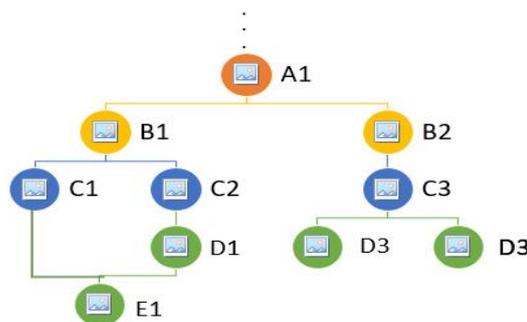
The style of drawing up weight assignments can be based on a different approach on each topic or chapter. The number of formulas used in solving tasks for the formation and determination of actual capacity in information technology is their weight.

An example of a weighting issue is R radiusli-make an algorithm for finding the length of the circle. Task,  $L = 2 \cdot \pi \cdot R$  find by formula. Therefore, it is considered one-weight.

An example of a two-weight issue is given the sides of a rectangular triangle, make an algorithm that finds its perimeter. Task, c side of the first triangle to draw up an algorithm  $c = \sqrt{a^2 + b^2}$  and P perimeter  $P = a + b + c$  it is determined by expressions. Therefore, it is considered two-weight.

An example of a three-weight issue is given variables  $a$  and  $b$ , make an algorithm for replacing their values without using additional variables. Such  $a = a + b$ ,  $b = a - b$ ,  $a = a - b$  like 3 units of expression are used. Therefore, it is considered three-weight.

Based on the above examples, it can be noted that it is possible to understand that it is worthwhile to equate to the same weight if multiple formulas (legality) are used to obtain a solution in the issue and tasks that are made to study the algorithm[3].



The system of genealogical-based assignments is much more complex than the development of these weighted assignments developed. It can be imagined based on the 1-th picture below.

Genealogical tasks usually require the solution of one or more tasks for one task. The determination of the torture and ideas of solving such tasks constitutes a wide coverage of knowledge.

in the first picture, E1 is intended to complete the task, D1 and C1 are intended to complete the task, D1 is intended to complete the task, C2 is intended to complete the task, C1 and C2 are intended to complete the task, B1 is intended to complete the task, B1 is intended to complete the task, B1 is intended to complete the task, B1 is

As an example of genealogical tasks, make an algorithm for performing  $A^4$  through two actions. After this assignment, it is possible to apply  $A^8$  to 3 units, apply  $A^{16}$  to 4 units and complete assignments with  $A^{2^n}$  to  $N$  units.

Examples of genealogical assignments can also be obtained by following assignments:

First assignment. Given the Month Number (1-January, 2-February,...). Create an algorithm that finds the seasons of the year, respectively. ("winter", "spring" and etc)[1].

Second assignment. Three integers are given. If the number is negative, then draw an algorithm that outputs the result by raising it to the square, if positive, to the cube.

The third assignment. The point lying on the arrows OX and OY is given. Point coordinates consist of a real number. Make an algorithm that determines which coordinate the given point is located.

Four of these assignments are one-weight, and the last five assignments are two-weight. Since among the tasks it is possible to draw up an algorithm in the simplest form – this is the first one.

If the assignments are performed on a sequential basis, it means that it is expedient to determine the formation of the intellectual potential of the learner and to perform these tasks in a sequential manner.

Genealogical assignments also serve the students to find out the legalities. For example, let the following assignments are given:

a real number get given. Build algorithms using only the multiplication operation.

$a^7$  with four operations;

$a^3$  and  $a^{10}$  with four Operation;

$a^4$  and  $a^{20}a^2$ , with five practices;

These given assignments are one-and two-weight, and by simple modification it is possible to compile all the consecutive algorithms. The ability to find the same simple change serves to formulate and determine the intellektual potential of the learner[3].

These assignments are used to determine exactly what 9-graders think, their skills in working with numbers and their numbers. It is based on the study of the structure of such assignments and their impact on usual capacity, intellektual capacity can be assigned to the formation-oriented tasks. But on the one hand, it seems that it is not even right to distinguish them. Because the identification of potential is also associated with the formation of invisible law.

When compiling algorithms, it is mainly combined with arithmetic operations, which include attitude and logical attitude (complex attitude) actions. These are the main elementary actions for drawing up amalar weights and genealogical assignments. Similarly, these actions are also elements in which there is a great deal of influence on the outcome of the algorithm to find and slightly change the rules of precision. In the Scratch program, these actions are listed in the "Actions" panel as elements as follows.

#### References:

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