INNOVATIVE TECHNOLOGIES IN DISTANCE EDUCATION

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УЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

НАМАНГАН ДАВЛАТ УНИВЕРСИТЕТИ ИЛМИЙ АХБОРОТНОМАСИ

НАУЧНЫЙ ВЕСТНИК НАМАНГАНСКОГО ГОСУДАРСТВЕННОГО УНИВЕРСИТЕТА

2020 йил 10 сон
INNOVATIVE TECHNOLOGIES IN DISTANCE EDUCATION
Muradova Firuza Rashidovna
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Annotation. The necessity of including new concepts in the pedagogical thesaurus: distance learning, virtual learning, Internet education is considered. The most significant foreign and domestic training systems - according to the degree of distance, individualization and productivity, availability of innovative technologies. The most popular qualitative and quantitative criteria for evaluating distance learning have been identified.

Key words: distance learning, educational technologies, online courses, education, method, model.

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Kalit so’zlar: masofadan o’qitish, ta’lim texnologiyalari, onlayn kurslar, ta’lim, usul, model.

At the beginning of the third millennium, there is a transition from an industrial to an information society, in which knowledge and information become the main productive
forces. In the information society, the strategy of education is changing significantly, and its most important feature is the widespread use of information technologies. The most important task of higher technical education in modern conditions is the formation of future engineers and researchers of scientific thinking, skills of independent assimilation and critical analysis of new information, the ability to build scientific hypotheses and plan an experiment to test them. The solution to this problem is not possible without the widespread use of new information technologies. Information resources have essentially become a new economic category that determines the next rise of scientific and technological progress.

In the information society, intellectual processes are becoming widespread, and more than half of workers in developed countries are employed in the field of intellectual activity. Increased information flows and high-tech industries place increased demands on the 21st century engineer. In addition to high professional competence, an engineer of the XXI century must be fluent in modern information technologies and actively use them in his work. Due to the fact that knowledge in modern society is rapidly becoming obsolete, a modern engineer needs to continuously improve his qualifications. At the same time, advanced training and retraining of personnel in most cases should be carried out without interrupting production activities, which becomes possible with the use of open education technologies.

As a result of the transition of the country’s economy to market relations, many specialists with higher education were unclaimed. In market conditions, they must be retrained taking into account the needs of the national economy. As a result, the consumers of educational services are not only schoolchildren and students, but also a significant part of the country’s adult population. As a result, there is a sharp increase in demand for educational services in the modern world. In connection with all of the above, there is a need for great popularity; distance learning, which is characterized by great flexibility, has become very popular. Distance learning is a distance learning method in which the teacher and the trainees are physically located in different places. With this type of training, people who are burdened with family and business concerns and do not have the opportunity to attend traditional face-to-face classes have a chance to receive quality training services. Distance learning meets the requirements of modern life, especially when you consider not only transportation costs, but also the costs of organizing the entire system of full-time education. Hence the growing interest in distance learning, in its various forms, necessary throughout a person’s life.

Distance learning is becoming more and more confident, especially in higher education. It has long been calculated that economically it is a more profitable form of education compared to full-time education. This is also a more democratic form of education, since any person with relatively low material costs can get a profession, improve their qualifications, reorient themselves in professional activities, supplement their education with new areas of knowledge, etc.

Distance learning - training in which all or most of the educational procedures are carried out using modern information and telecommunication technologies with the territorial disunity of the teacher and students.

Characteristic features of distance learning:
flexibility - students in the distance education system work at a convenient time for themselves, in a convenient place and at a convenient pace, where everyone can study as much as he personally needs to master the subject and obtain the necessary exams for the chosen courses;

modularity - each course creates a holistic view of a specific subject area, which allows you to form a curriculum for individual and group needs; a teacher in distance learning is a coordinator of a student’s cognitive activity and a manager of his educational process;

specialized control of the quality of education - remotely organized exams, interviews, practical, coursework and design work, external studies, computer intelligent testing systems are used;

specialized technologies and teaching aids are a set of methods, forms and means of interaction with a person in the process of independent, but controlled development of a certain body of knowledge, which are accumulated in data and knowledge banks, libraries of video clips, etc.

Motivation is of great importance in distance learning. It is the motivation to gain really solid knowledge that is the driving force for distance learning. The fact is that a person who received a diploma, but did not confirm his knowledge and skills in practice, after he was hired, has no chances to hope that the employer will be satisfied with his activities. Rather the opposite. He will be fired and his place will be taken by someone who really received solid and real knowledge. We hope that such motivation is present in the majority of students and if this is temporarily not so, then very soon healthy competition in the labor market and the development of our society will change the situation for the better.

There are several groups of people potentially interested in distance learning. At their core, students have different motives for learning. Some of them are interested in obtaining knowledge in certain subjects and disciplines, others - in obtaining a full course, and a diploma of education. Students can be trained both in groups and work according to individual programs chosen independently. In general, the circle of people using distance education is quite wide. Let’s consider each type in detail. Such students may be partly or fully engaged in some kind of work. Perhaps these people are temporarily unemployed or are at the stage of changing their jobs. The training schedule for such persons can vary in a variety of ways, their needs and requirements largely determine their professional interests. Such students may need both specialized courses related to their profession and general education. Motivation for training among them is also distributed over a wide range: these may be personal interests, or there may be the employer’s requirements to improve the qualifications of personnel. Students may be interested in both gaining knowledge in certain areas and disciplines, and in a long-term educational process in order to obtain a diploma or degree.

This group of students requires different approaches in the educational process. For many of them it is not possible to gain knowledge in the traditional way, attending lectures, seminars, and practices. Most of them prefer to work with available educational material, take electronic training courses with automatic testing and verification of the material learned. As a rule, they are most interested in new technologies in distance
education, especially for those who have direct access to the Internet. Since distance education should cover, and it really does cover various information environments for the presentation of educational information, this circle of people is largely interested in receiving such services.

This category is somewhat different from the previous one. Basically, these are those students who, for some reason, cannot attend educational institutions, for example, due to physical disability or if they are geographically remote from educational institutions. This number includes those who wish to gain additional knowledge that expands the horizons of standard education. This is a kind of remote tutoring. When student and tutor are at a distance from each other. For such a group of people, it is possible to organize regular classes, as part of school programs or electives. This group does not require any specific or individual courses. Although, of course, there are exceptions. This group may also be offered educational disciplines and courses to help students succeed in regular, regular school programs.

Those people who live far from training centers or in places where access to curricula in certain disciplines is limited or difficult can take advantage of distance education. For example, this category includes persons wishing to receive education in another country, the so-called international education. In this case, the Internet plays a dominant role, providing the student with access to educational resources. This category includes people who do not have the time, desire and opportunity to get to the educational center. For example, people who want to improve their qualifications. In this sense, distance education helps to save significant time for those who decide to start learning. For all the attractiveness of distance learning, a clear theoretical basis is required for its formation and development. First of all, it is important to understand what is meant by distance learning, because nowadays you can find a variety of interpretations of this concept. This includes any form of self-education, and distance learning, and external studies.

The learning process is characterized primarily by the fact that it is interactive in its organization in the interaction of teacher and student, as well as students with each other, has a specific subject area of knowledge. Therefore, when we talk about the process of distance learning, we assume the presence of a teacher and students in this process, their communication, communication between students, as well as the presence in the system of a textbook, the necessary set of teaching aids.

Distance education or training can be basic and additional. In the latter case, we can talk about distance pedagogical activity. If we consider distance learning as an independent system, then it is logical to conclude that it is necessary to create a unified information and educational space that includes all kinds of electronic sources of information: virtual libraries, various databases, consulting services, electronic teaching aids., methodical associations, etc. The characteristic features of distance education are modularity, a change in the role of the teacher, the use of specialized technologies and teaching aids, etc. The main differences between distance education and full-time education are:

- learning at the place of residence or work, therefore, the distributed nature of the educational process;
• flexible schedule of the educational process, which can be either completely free with open education, or be tied to a limited number of checkpoints (passing exams, on-line sessions with a teacher), or to group lessons, as well as to laboratory work on equipment (possibly remote);
  • contacts with a teacher (tutor), mainly through telecommunications.
  • The main differences between distance education and correspondence education are:
  • constant contact with the teacher (tutor), the ability to promptly discuss emerging issues with him, as a rule, using telecommunications;
  • the possibility of organizing discussions, joint work on projects and other types of group work during the course of the course and at any time (in this case, the group can either consist of students living compactly in one locality or be distributed). In this case, students also contact the teacher through telecommunications;
  • transfer of theoretical materials to students in the form of printed or electronic teaching aids, which allows you to either completely abandon the setting sessions with the arrival at the university, or significantly reduce their number and duration.

The concept of self-education, which is also included in the concept of education in general, does not provide for the presence of a teacher in the system. This is an independent cognitive activity of a student. This is the fundamental difference, the conceptual difference between distance learning from systems and self-education programs with which we deal with autonomous courses on videotapes, television and radio courses, when working with computer programs, programs on CDs. In the same row, the process of self-education based on network programs, courses, etc. should be considered, where the interaction of the teacher and students is not envisaged. To use the term "distance" in this case is not justified, since we are talking about the independent work of any student with a training program, information and educational resources in different media. The student can independently work with a book, with a videotape, with a network course. This does not change the pedagogical essence of the process. The concept of distance is applicable to the form of teaching in which the teacher and students are separated by distance, which introduces specific forms of interaction into the educational process. The principles of teaching are provisions that express the relationship between the goals of training specialists with higher education and the laws that guide the practice of teaching at a university. The didactic principles serve as a guideline for teaching.

Didactics relies mainly on the following principles of teaching: scientific nature, consistency, the connection between theory and practice, the consciousness of teaching, the unity of the concrete and the abstract, the availability, strength of knowledge, the combination of the individual and the collective. All these principles are interconnected and interdependent, complement each other. In training practice, they find application in the form of rules, methods and forms of organizing and conducting educational work.

It is possible to distinguish a group of strategic principles of teaching in higher education, uniting all existing principles, these are:
  • correspondence of the content of higher education to modern and forecasted trends in the development of science and production;
• focus of higher education on the development of the personality of the future specialist;
• rational application of modern methods and teaching aids at various stages of training;
• optimal combination of general, group and individual forms of organization of the educational process at the university;
• compliance of the results of training specialists with the requirements that are imposed by a specific area of their professional activity, ensuring their competitiveness.

An analysis of the processes in the distance learning system shows that these well-structured and well-founded principles are not enough for LMS. The empirical experience of domestic and foreign DL and the research carried out to study the structure of the EDLA activity and the content of education made it possible to formulate specific principles inherent in the didactic system of distance learning.

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