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IJIEMR Transactions, online available on 15th March 2022.

Link: <https://ijiemr.org/downloads/Volume-11/Issue-03>

DOI: 10.48047/IJIEMR/V11/I03/18

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Volume 11, Issue 03, Pages 103-108

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TECHNOLOGIES FOR THE INTRODUCTION OF DISTANCE LEARNING IN THE EDUCATIONAL PROCESS IN INDEPENDENT UZBEKISTAN

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ABSTRACT: The article discusses the development of pedagogical science in the Republic of Uzbekistan and research works of scientists on didactics and methods of teaching of pedagogy. After gaining independence, our country has laid the foundation for radical reforms in the field of national education. Uzbekistan was one of the first countries in the Commonwealth of Independent States to implement drastic reforms in the field of education. In particular, the implementation of the Law on Education has entered a new phase. As a result, the education system and its content have been improved in a market economy. At present, life itself requires the implementation of reforms in all spheres of our country, changing the worldview of the people, the training of mature and modern professionals. The ongoing reforms in the education system of the country create all the conditions for improving the quality of general secondary education, the formation of the younger generation, the acquisition of knowledge, skills and competencies appropriate to the development of society.

Keywords: pedagogy, educational education, person, didactics, pedagogical technology, module technology, didactics, pedagogical technology, media education, media competence, media literacy.

INTRODUCTION

In this regard, the Action Strategy for the further development of the Republic of Uzbekistan identifies areas such as "radically improving the quality of general secondary education, supporting and realizing the creative and intellectual potential of the younger generation" [1], which in turn it is expedient to carry out research work when considering it as a didactic system. During the years of independence, Uzbekistan has conducted pedagogical research on the content of the educational process, improving forms and methods of teaching, the introduction of new

pedagogical technologies in the educational process and improving the quality of education, using the experience of educational achievements of developed countries.

World experience requires the introduction of network resources, modern programs and technologies in education, their reform and improvement of mechanisms for training teachers, the development of new organizational forms and methods and their rapid implementation in practice. Among the main trends in world development, the transition to an informed society is an important task, that is, the impact of information and

communication technologies and the media in all spheres of society is a pressing issue.

The Action Strategy for the further development of the Republic of Uzbekistan identifies areas such as increasing the capacity of quality educational services, training highly qualified personnel in line with modern needs of the labor market, achieving distance learning in higher education, developing media competence of students.

According to the recommendation of the Legislative Assembly of the European Parliament, the development of software will promote the formation of media competence of young people and adults, as well as an integral factor influencing the media culture of modern society.

Adopted by international organizations and developed countries in the world until 2030: the new concept of education also recognizes "Education as a key driver of development and an important activity leading to sustainable development goals" and emphasizes the importance of virtual education in improving quality education, learning and assessment. Technologies, public online open courses, open learning resources, mobile learning technologies, education management systems, and e-learning and its classical models. Harvard University in the United States and the Massachusetts Institute of Technology are creating online open courses that provide interactive online learning [2].

In Germany, adaptive learning systems are being developed that provide appropriate courses by identifying human intelligence. Such e-learning systems play an important role in training experienced, qualified and modern professionals.

Extensive work is being carried out to reform the system of continuing education in the country, the introduction of information technology in the educational process and increase the effectiveness of education. Introduction into the educational process is underway. At the same time, there is a need to

expand the use of information and communication technologies in the educational process. The Action Strategy for the Development of the Republic of Uzbekistan specifies the tasks of "organizing the use of information technology in higher education using new methods and tools", in this regard it is important to create information and communication systems and improve the methodological framework.

In our country, as in other areas, the education system is being radically reformed, and major changes are taking place in the system of continuing education, including higher and secondary special education. In particular, the postgraduate education system has been further improved, the Ministry of Preschool Education has been established, the transition to an eleven-year education system has been strengthened to strengthen the link between schools and colleges, and reforms to update the content of education and increase the efficiency of educational processes are bearing fruit.

One of the main tasks of teachers is the effective use of information and communication technologies in the implementation of these processes, the training of national staff, the harmonious and mature upbringing of the younger generation. In an era of rapid and rapid development of modernity, the effectiveness of educational activities depends on the level of knowledge, skills and abilities of students in the field of media.

General information about literature sources. A number of studies have been conducted on this issue. In particular, a number of scientific studies have been conducted on the development of media competence of students of higher education institutions, the problems of media education have been studied by S.Beknazarova, Ya.Mamatova, S.Sulaymanova and many other scientists, and scientific and methodological bases have been developed.

The problem of professional training and competence of teachers has been studied by

R.Isyanov, N.Muslimov and several other scientists.

Problems of using modern information and communication technologies in education have been studied by A.Abdukodirov, U.Begimkulov, F.Zakirova, M.Mamarajabov, N.Taylakov, S.Tursunov, A.Eminov, U.Yuldashev and many other scientists.

According to M.Vakhobov, one of the most important tasks of the education system is to protect students from various information attacks, destructive foreign ideas, to educate them in the spirit of patriotism through the development of media literacy, media culture and media competence.

Methodology. Benefits of using distance learning technologies

- Quality education based on modern information technologies
- Availability of educational services and information resources anywhere (including at the place of residence) and at any time
- The use of distance learning technologies as auxiliary or main options for the implementation of adapted programs in the training of people with disabilities and people with disabilities
- Independent choice of training intensity
- Constant communication with the teacher, individual counseling

The main differences between distance education and full-time education are as follows:

- the mode of study of students is built according to the place of residence or work;
- the schedule of the educational process changes in accordance with the course of study and can be sufficiently free in open education, or tied to a limited number of control points (passing exams, online sessions with a teacher), or to group classes, or to laboratory work on equipment, which may even be remote;
- contacts with the teacher are established through telecommunications.

The main differences between distance education and part-time education are as follows:

- constant contact with the teacher, the possibility of prompt discussion of emerging issues with him, as a rule, using telecommunications;
- the possibility of organizing discussions, general work on plans in the course of studying the educational course;
- transfer of theoretical materials to students in the form of printed or electronic textbooks, which allows either to completely abandon the installation sessions with arrival at the university, or to significantly reduce their number and duration.

Ways to organize distance learning can be as follows:

1. Full-time study on the course with subsequent remote completion.
2. Full-time orientation lectures with subsequent distance learning and full-time or distance defense of the final work.
3. Fully remote course (with placement of course materials on the website, on a disk in the form of an electronic textbook, in the form of lectures sent by e-mail).

Of particular importance is the competence of a distance learning teacher, and here the following key skills and abilities should be noted:

1. Use the possibilities of the Internet: network tools and its use in the educational process; possession of pedagogical technologies of distance learning.
2. Working with distance learning models and obtaining an effective learning outcome in terms of: building the educational process in distance learning, organizing control and reflection in distance learning.

Main part

The components of an informed society based on the environment of modern information and communication technologies are the media, language and culture. It is the media competence in a person that makes up the

language and culture of the world in which we live.

Media competence is generally considered in pedagogy as an integrative manifestation of an individual's readiness to select, use, critically analyze, evaluate, create and transmit media in different views, genres and forms, to analyze complex processes of media activity in society. Therefore, the development of media competence of students of higher education institutions is one of the most pressing issues facing science and practice. At the same time, the creation of technology for the development of media competence by improving the knowledge of students of higher education in the field of media in accordance with the requirements of modern scientific and technological development is of particular importance among pedagogical research.

Media education is an educational process that helps to understand the basic laws, promotes the study of media information language in simple areas, contributes to the growth and development of students' artistic potential, focuses on the formation of skills in receiving, studying and analyzing media texts.

As a result of media education, media competence emerges. Media competence is a new term entering education that encompasses meanings such as the transmission and evaluation, study, and delivery of media information in various forms. Focusing on a number of terms through the concept of media competence, including media culture, media propaganda, media education, media information, information culture, media literacy, is becoming more relevant today.

The development of adaptive models, the creation of adaptive systems and adaptive robots for the teaching of a particular science are among the tasks that need to be solved in the future in science. At the same time, one of the most important issues is the pedagogical project of the system aimed at creating an integrated information and educational environment, as well as the development of system software

based on dynamic pages based on information exchange technologies in today's globalization.

Conclusions. This exacerbates the problems of developing the methodology of creating a system that is adapted to the educational process, as well as the structure and content of the system that implements differentiated media education, taking into account the level of knowledge of the student. In the future, in order to adapt and popularize such systems in our country to different users, it is necessary to develop pedagogical-psychological, didactic, design, technical, user requirements and the structure of the system plan.

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