



# CENTRAL ASIAN JOURNAL OF LITERATURE, PHILOSOPHY AND CULTURE

Volume: 02 Issue: 10 | October 2021

## Developing Students' Professional Competencies in Distance Learning

*Sidikova Dilora Shavkatovna*

*Doctoral student of Bukhara state university, Bukhara, Uzbekistan*

*Received 25<sup>th</sup> Aug 2021, Accepted 26<sup>th</sup> Sep2021, Online 29<sup>rd</sup> October 2021*

**Abstract:** *This article provides information on the development of students' professional competencies in the context of distance learning.*

**Keywords:** distance learning, information technology, learner, teaching aids, pedagogical technology, geographical location.

### Introduction

Today, progress is evolving and changing rapidly. Almost every minute there are changes, updates and surprises in different parts of the world. It is becoming increasingly clear that the education system of our country is undergoing significant changes. It is gratifying that distance learning is widely used, along with other forms of education. The possibilities of the Internet are growing day by day. A new phase of Internet use has begun, which is the introduction of the Internet in various fields. Internet technologies: distance learning, e-libraries, telemedicine, telemetrology, e-business, e-shops, etc.

### The Main Part

Distance learning provides an opportunity for all those who want to learn to continuously improve their skills. In the process of such teaching, the student learns independent teaching materials in an interactive mode, undergoes supervision, performs supervision under the direct guidance of the teacher. Different information and communication technologies are used in distance learning. For example, while traditional print-based teaching aids

(textbooks, manuals) are based on introducing students to new material, interactive audio and video conferencing allows them to interact with each other over a period of time. It is designed to provide feedback and feedback, to send and receive messages. While pre-taped video lectures allow students to listen and watch lectures, the rapid exchange of messages and assignments over the network allows students to teach through feedback.

Distance education is education based on distance learning.

Distance learning - learning and teaching based on goals, content, methods, organizational forms and teaching methods - Internet technology or other interactive methods and components of all learning processes at a certain distance from each other The relationship between. Distance learning system is a system of education based on the conditions of distance learning. Like all education systems, the distance learning system has its own purpose, content, methods, tools and organizational forms.

Pedagogical technologies of distance learning is a set of teaching methods and techniques that provide the educational process of distance learning based on the selected teaching concept. Distance learning is a form of education based on information and telecommunication technologies, such as distance and full-time education, which includes the best traditional and innovative methods, teaching tools and forms.

Distance learning is an education system based on new information technologies, telecommunication technologies and technical means and technical means. It provides the learner with a learning environment and communication with the teacher based on certain standards and educational rules, and provides the learner with a more independent relationship with the teacher. is a system that requires practice. The learning process does not depend on when and where the learner is. Distance education is an educational complex based on the means of exchanging educational information through distance learning, providing educational services to all segments of the population and foreign students using a special information environment.

The question is, why do we need distance learning? The answers to this question include:

- new opportunities for education (low cost of education, time and place, etc.).
- limited number of students admitted to educational institutions.
- increasing the number of people wishing to study.
- the emergence and development of quality information technology.
- increased international integration. The conditions and opportunities listed above indicate the need for distance learning. There are different models and forms of distance learning in the education system, which differ in the following conditions of application:
  - geographical conditions (for example, the territory of the country, distance from the center, climate);
  - the general level of informatization and computerization of the country;
  - level of development of communications and vehicles;

- the level of use of information and communication technologies in the educational process;
- traditions used in education;
- availability and potential of scientific and pedagogical staff for distance learning, etc.

There are several models of distance education, which differ in the circumstances that led to the organization of distance education: geographical reasons (country area, the presence of geographically remote regions), the level of computerization and informatization of the country, the level of development of transport and communications, availability of specialists for distance learning, the level of use of information and communication technologies in education, the country's educational habits.

In order to coordinate the work of students in the system of distance learning, it is also necessary to consider the following forms of organization of independent study of science:

- use of printed and electronic teaching aids, which have access to the distance learning system or distributed on CDs;
- file sharing via e-mail or using standard distance learning tools;
- use of various multimedia teaching aids and network resources available on the Internet;
- to structure the educational process in such a way that the teacher is able to regularly monitor, correct, monitor and evaluate the activities of students during the course.

Our experience with the use of even elements of distance technology in the teaching of mathematics and the use of methods of teaching mathematics to full-time and part-time students of elementary school has significantly increased the effectiveness of independent work of students in accordance with the objectives of the subject. allowed for differential accounting.

With the improvement of the experience of using distance technologies, conditions are gradually being created for students to build an individual educational trajectory for the study of science within the framework of the specialty curriculum and on the basis of an individual curriculum. Mastering the components of the professional competence of the future primary school teacher, mainly to master and use new methods, forms and means of teaching in their educational and professional activities, including based on information and communication technologies. It is clear that it depends on the readiness. Communication between teacher and student takes place at two levels: online communication according to the class schedule and virtual communication in the Moodle learning environment. The teacher must have modern information technologies, which, when used correctly, save time in preparation for lessons, wisely allocate time to check the work and extracurricular activities, increase students' interest in their subjects, achieve high results. should motivate to achieve. Modern information services help the teacher to make the lesson more effective, making the activities with the students more fun and exciting.

Distance learning technologies:

- Videoconference
- Distance learning with SDO Rusal;
- Education projects;
- Use of cloud technologies in the educational process;
- Personal sites and teachers' blogs.

The objectives of the distance education system should be to:

- delivery of the main part of the materials studied by students using information technology;
- interactive cooperation of students and teachers in the learning process;

- to give students the opportunity to work independently on the development of educational materials;
- Assessment of students' knowledge and skills in the learning process.

Advantages of distance learning:

- Opportunity for distance learning of foreigners, people with disabilities and people with various disabilities;
- Opportunity to study individually;
- free use of databases, library catalogs and other information resources for students;
- Convenience in conducting personal affairs of students;
- interactivity (ability to exchange information quickly);
- Ability to take the test in direct access mode.

Disadvantages:

- Lack of personal contact with the teacher;
- the need for self-education, self-government;
- the need to use special equipment (personal computer, Internet access);
- Difficulties associated with user authentication in the verification of knowledge;
- Lack of practical skills.

The distance learner must acquire and develop specific skills in the use of telecommunications, information lines, computer programs and equipment that affect the performance quality of their educational product. Mastering specific technical skills allows students with different levels of computer skills to move from one level to another in different forms of distance learning.

The communicative activity of students in distance learning differs from the corresponding full-time form in terms of the possibility of participation of subjects with different qualitative characteristics. In

practice, the range of subjects of remote communication activities is not limited by quantity, geographical space or time zones.

### Conclusion

Creative learning products created by students during distance cognitive effective production activities that expand the learning space for distance learning participants, allowing them to present their products to a wide range of users, are presented for discussion in e-conferences and conversational discussions. Thoughts and comments on the created creative products enter into educational communication with distance learning subjects for various tasks. The distance learner must acquire and develop specific skills in the use of telecommunications, information lines, computer programs and equipment that affect the performance quality of their educational product. Mastering specific technical skills allows students with different levels of computer skills to move from one level to another in different forms of distance learning.

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