



ZAMONAVIY SHAROITDA OLIJ TA'LIM PEDAGOGIKASI:

NAZARIYA VA AMALIYOT INTEGRATSIYASI

xalqaro ilmiy-nazariy anjuman

MATERIALLARI



O‘zbekiston Respublikasi Oliy ta’lim, fan va innovatsiyalar vazirligining 2024 yil 20-martdagi 76-son buyrug‘i hamda Buxoro davlat universiteti rektorining 2024-yil 20-maydagi “Ilmiy-amaliy anjuman o‘tkazish to‘g‘risida” gi 340-U sonli buyrug‘i ижросини таъминлаш мақсадида 2024 yil 24 may kuni Buxoro davlat universitetida “ZAMONAVIY SHAROITDA OLIY TA’LIM PEDAGOGIKASI: NAZARIYA VA AMALIYOT INTEGRATSIYASI” mavzusida Ilmiy-amaliy anjuman o‘tkazilmoqda. Anjumanning maqsadi - mamlakatimizda ta’lim-tarbiya tizimini yangi bosqichga ko‘tarish, pedagog kadrlar tayyorlash sifatini ilg‘or xalqaro standartlar asosida takomillashtirish va oliy pedagogik ta’lim sifatini oshirish, pedagogik ta’lim sohasida ilg‘or xorijiy tajribani keng joriy etish, pedagogik ta’lim infratuzilmasini yaxshilash bo‘yicha tavsiyalar ishlab chiqish hamda Respublikada ushbu sohada erishilgan ilmiy natijalarni amaliyotga tatbiq qilish hisoblanadi.

Ushbu ilmiy to‘plam keng ilmiy jamoatchilik, Pedagogika masalalari bilan qiziquvchilar, pedagoglar, magistrantlar va talaba yoshlarga mo‘ljallangan

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ORGANIZING INDEPENDENT EDUCATION FOR STUDENTS IN HIGHER EDUCATION INSTITUTIONS

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Abstract: In the article, the current state of organizing modern electronic education in the form of correspondence education in higher educational institutions is analyzed scientifically and theoretically. The importance of independent education in the organization of the educational process was discussed. In this process, several problems waiting to be solved were noted and relevant conclusions were given.

Key words: correspondence education, independent education, curriculum, HEMIS, Moodle, LMS.

In recent years, the problem of effective use of electronic education opportunities in the form of correspondence education at higher education institutions, and the organization of independent education for subjects has become the basis for extensive and comprehensive study. In particular, the educational programs are organized based on the regulation of the Cabinet of Ministers of the Republic of Uzbekistan dated November 21, 2017 №930 “On the procedure for organizing correspondence (special correspondence) education at a higher educational institution”. According to the document, starting from the 2023/2024 academic year, 104 hours of independent study were taken into account in correspondence courses. Students face a number of problems while completing independent educational tasks. For this reason, the main goal of professors and teachers of higher education institutions is to determine and justify the pedagogical conditions for effective organization of independent work in the information and educational environment, and the organization of independent education of correspondence students on the electronic education platform has become one of the important tasks [5].

Currently, various forms of education are used in the organization of the educational process in higher education institutions of Uzbekistan. In particular, correspondence (special correspondence), joint, day, evening and distance forms of education operate. In turn, in accordance with the reforms carried out in our country, opportunities for obtaining second higher education (correspondence, full-time, evening education) have been created on the basis of the above-mentioned forms of education [2].

The educational process in higher education institutions is organized based on the Regulation defining the procedure for introducing the credit-module system of education based on the European Credit Transfer and Accumulation System (ECTS). Based on the requirements of

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this Regulation, the HEMIS - Higher Education Process Management Information System was introduced to introduce electronic education, control and monitor the quality of the educational process in several state and non-state HEIs operating in Uzbekistan. HEMIS information system mainly included "Administrative management", "Educational process", "Scientific activity" and "Financial Management" modules. Based on the research tasks, we will focus on the "Educational process" module and its possibilities. Below is a view of the student office window of the HEMIS platform. Figure 1.

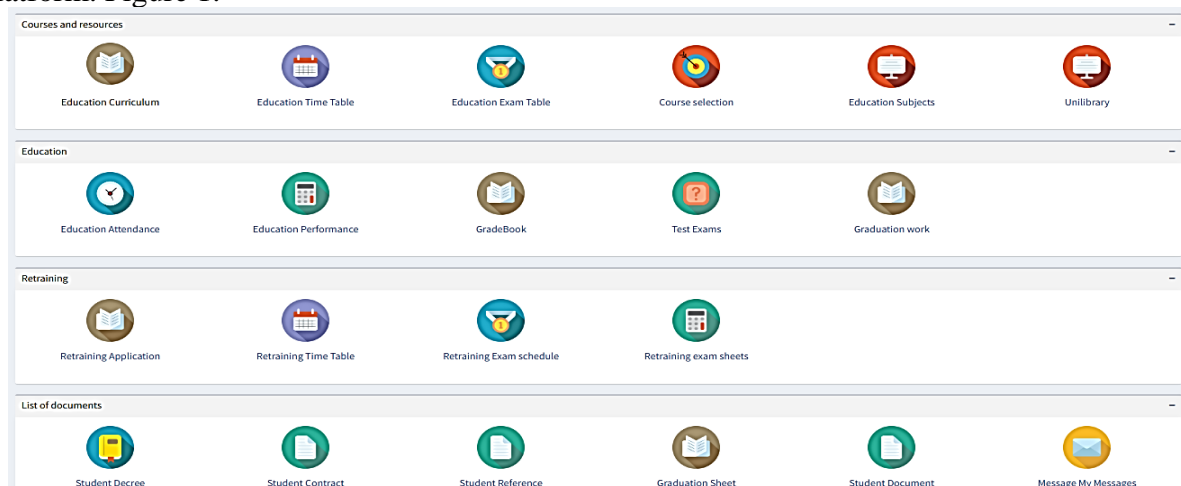


Figure 1. An overview of the student profile on the HEMIS platform.

This window contains the sections "Subjects and Resources", "Learning Activities", "Re-mastering" and "Document List". Through the appropriate clauses in the relevant sections, students are provided with opportunities to use the processes that they may encounter in almost all the educational process. For example, through the Science resources section, a student can see a list of subjects to be studied in the current semester, use relevant educational content (resources), and complete assignments and thematic tests. Figure 2.

Figure 2. Overview of the "Subject Resources" window of the HEMIS platform student cabinet.

Age physiology and hygiene Mandatory 60 hours 2.0 credits	Higher mathematics Mandatory 120 hours 4.0 credits	Human anatomy and physiology Mandatory 180 hours 6.0 credits
Number of resources: 0	Number of resources: 18	Number of resources: 19
Number of assignments: 0/0	Number of assignments: 0/0	Number of assignments: 0/0
Thematic tests: 0/0	Thematic tests: 0/0	Thematic tests: 0/0
Immunology Mandatory 120 hours 4.0 credits	Biological diversity and its protection Choice 120 hours 4.0 credits	Plant science Choice 120 hours 4.0 credits
Number of resources: 0	Number of resources: 13	Number of resources: 31
Number of assignments: 0/0	Number of assignments: 0/0	Number of assignments: 10/10
Thematic tests: 0/0	Thematic tests: 0/0	Thematic tests: 0/0

Although these possibilities are very effective for full-time education in the traditional education process, in correspondence and distance forms of education, the content of science is presented in this way (*.pdf, *.doc, etc. files and in the form of links). is not enough. Because these forms of education have their own characteristics. That is, according to the relevant documents regulating the education system, it is established that students can study in educational institutions for short periods of time without being separated from production. This means that a large part of the educational process should be mastered independently. Based on the above considerations, the correct use of the elements of the electronic education system in this process and the effective

organization of the educational process is one of the important issues facing the specialists of the field today. At this point, the world experience has proven that the wide use of LMS systems in the organization of an electronic education system in the form of correspondence education has a positive effect on the quality of education [3]. Therefore, adding the capabilities of a modern e-learning system to the existing system or integrating the HEMIS system with existing LMS systems remains an urgent issue awaiting its solution. According to statistics, the share of older students in the form of correspondence education occupies a large part of the total amount. It follows that these types of learners require special approaches in the educational process. Older learners have a wider opportunity to connect theoretical information with practice compared to young people. Therefore, providing them with these types of resources through interactive content can make them more interested in learning. In addition, it would be appropriate to provide opportunities for team work through the e-learning system. This method, along with increasing their activity, provides an opportunity to exchange ideas and learn without the presence of a teacher. Existing higher education institutions in Uzbekistan use various educational platforms to organize the educational process in the form of correspondence education. In particular, some HEIs have created their own LMS systems, while others are limited to the capabilities of the HEMIS platform or use the Moodle (object-oriented dynamic learning environment) system. It is known from the experience of the world that the organization of educational processes and personnel training in HEIs has already become a form of business. From this point of view, the share of the private sector in the vision of non-state HEIs is increasing in our country as well as state HEIs. This serves to increase competitiveness, which is considered the most important factor for the quality of education. Currently, if we look at the actual situation of the implementation of the electronic education system in the form of correspondence education in higher educational institutions, we face a number of problems that are waiting for a solution. Including:

- no specific mechanisms have been developed for the implementation of the hours allocated for independent education, which are separately determined in the developed current curricula; For example, in the credit-module system, 1 (one) credit is 30 (thirty) academic hours. In this case, 85% of the total study hours are independent education. Students take part in the educational process in classroom sessions for only 15% of the total hours. In many HEIs, only 1 month is allocated for theoretical, practical training and attestation (controls) week during each semester. This is not enough time for the student to accumulate 30 credits allocated during the semester. Also, in this process, special attention is required to the teaching load of professors and teachers who teach in the form of correspondence education. Because according to the current regulations developed for higher education institutions, separate hours for independent education are not allocated to the teaching load of professors and teachers. However, this is a process that requires a lot of time and resources from professors and teachers. In many cases, the annual workload of professors and teachers is filled with classroom training, supervision, and hours of professional, pedagogical practice, so the hours of independent education in the form of correspondence education are neglected [4].

- special aspects of correspondence education were not taken into account when organizing the educational process; If we look at history, we can see that the history of correspondence education dates back to the middle of the 19th century. In the world experience, special attention is paid to this form of education. Because this form of education provides special opportunities for special classes of learners. For example, this type of education is suitable for older learners, students with disabilities, women with families or young children, and athletes.

- There are not enough opportunities to create high-quality educational content for the modern electronic education system in HEIs; This problem is directly related to the material and technical base, and it is no secret that the role of educational content in increasing the effectiveness of education in the world experience is incomparable. However, it should be noted that in this process, opportunities for creating pedagogical software tools, high-quality video lessons and interactive tasks were not created for professors and teachers.

- In the organization of correspondence educational processes in HEIs, during the semester, i.e., only once every 6 months, it is conducted in the form of organizing classroom training for 1 month; The educational process carried out during this period has a physical and psychological negative impact on students' acquisition of theoretical and practical knowledge and passing of tests. Because in most cases, it has been proven that mastering 5 or 6 subjects in a short period of time is ineffective. In the second case, this term causes professors and teachers to organize a low-quality educational process and has a negative effect on student learning rates.

- the implemented HEMIS system is limited to the possibility of teaching, that is, the LMS system has not been implemented in HEIs; Today, according to the form of ownership, 116 state, 69 non-state and 27 foreign HEIs are operating in our country. 115 of the above state HEIs, 44 non-state HEIs and 2 foreign HEIs are registered in the HEMIS - Higher Education Process Management Information System. From the above figures, it can be determined that currently some HEIs do not use the HEMIS system, that is, they have their own independent e-learning platform.

The problems listed above mainly refer to organizational and technical work in the system related to the form of correspondence education. Also, some problems directly related to the educational process and the introduction of the electronic education system are highlighted:

- LMS systems of electronic education systems do not fully meet the standard requirements [1];

- lack of skills of students and professors to use the possibilities of the electronic education system;

- ineffective use of electronic learning opportunities in the organization of independent education in educational processes;

- there are no special approaches to teaching older students when creating educational programs;

In conclusion, it can be said that the introduction of the electronic education system in the form of correspondence education in higher educational institutions is one of the urgent pedagogical problems of the present time. Therefore, conducting scientific research in this field is one of the important tasks facing researchers. In a word, it is possible to raise the quality of education to a higher level and train quality personnel through the effective use of electronic education opportunities.

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