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Основные требования к научным статьям, представляемым в международном научно-методическом журнале *«Педагогическая акмеология»* являются научные труды, рекомендованные для публикации основных научных результатов докторских (PhD), (DSc) диссертаций в соответствии с международными стандартами и «Положением о Высшей аттестационной комиссии» при Кабинете Министров Республики Узбекистан, в частности требования к электронным научно-техническим журналам.

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ABOUT THE ORGANIZATION OF DISTANCE EDUCATION IN UNIVERSITIES OF UZBEKISTAN AND PAKISTAN

Abstract: Distance education is not a new concept in developed countries. But, many countries across the world start practicing distance learning after Corvid 19. The main focus of present study was to analyze the distance learning practicing in two countries Pakistan and Uzbekistan especially in the field of aims and objectives of education, teacher/instructor, learner/student, learning material, teaching method, evaluation Techniques. The finding of the study showed that in Uzbekistan the Bukhara State University in Uzbekistan was playing important role in organizing the distance education and learning activities across the country. While in Pakistan Allama Iqbal Open University was the main learning Centre for online and distance learning. Although now Virtual university also started playing important role in that regard. From the study it was recommended that distance learning and teaching practices needed more facilitated grounds. There will be a dire need of proper networking Channels to fulfill the needs of the upcoming students who enrolled in distance learning system.

Key words: Distance Learning, teaching methods, evaluation techniques, Pakistan, Uzbekistan, organization, instructional, analyze.

ОБ ОРГАНИЗАЦИИ ДИСТАНЦИОННОГО ОБРАЗОВАНИЯ В УНИВЕРСИТЕТАХ УЗБЕКИСТАНА И ПАКИСТАНА

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Аннотация: Дистанционное образование не является новой концепцией в развитых странах. Но многие страны по всему миру начинают практиковать дистанционное обучение после Corvid 19. Основным направлением настоящего исследования был анализ дистанционного обучения, практикуемого в двух странах - Пакистане и Узбекистане, особенно в области целей и задач образования, учителя/инструктора, учащегося/студентки, учебного материала, метода преподавания, методов оценки. Результаты исследования показали, что в Узбекистане Бухарский государственный университет в Узбекистане играет важную роль в организации дистанционного образования и учебной деятельности по всей стране. В то время как в Пакистане Открытый университет Аллама Икбал был главным учебным центром для онлайн- и

дистанционного обучения. Хотя теперь Виртуальный университет также начал играть важную роль в этом отношении. По результатам исследования было рекомендовано, чтобы дистанционное обучение и преподавательская практика нуждались в более благоприятных условиях. Возникнет острая потребность в надлежащих сетевых каналах для удовлетворения потребностей будущих студентов, поступивших в систему дистанционного обучения.

Ключевые слова: дистанционное обучение, методы преподавания, методы оценки, Пакистан, Узбекистан, организация, учебный процесс, анализ.

O'ZBEKISTON VA POKISTON UNIVERSITETLARIDA MASOFAVIY TA'LIMNI TASHKIL ETISH TO'G'RISIDA

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Annotatsiya: Masofaviy ta'lim rivojlangan mamlakatlarda yangi tushuncha emas. Ammo butun dunyo bo'ylab ko'plab mamlakatlar Corvid-19 dan keyin masofaviy ta'lim bilan shug'ullanishni boshladilar. Ushbu maqolada asosan ikki mamlakat - Pokiston va O'zbekistonda masofaviy ta'limni tahlil qilish bo'lib, ta'limning maqsad va vazifalari, o'qituvchi/o'qituvchi, talaba/talaba, o'quv materiallari, o'qitish usuli, baholash usullari ko'rib chiqilgan. Tadqiqot natijalari shuni ko'rsatdiki, O'zbekistondagi Buxoro davlat universiteti butun mamlakat bo'ylab masofaviy ta'lim va ta'lim faoliyatini tashkil etishda muhim rol o'ynaydi. Pokistonda Allama Iqbol ochiq universiteti onlayn va masofaviy o'qitish uchun asosiy o'quv markazi bo'lgan. Hozirda virtual universitet ham bu borada muhim rol o'ynay boshladi. Tadqiqot natijalariga ko'ra masofaviy o'qitish va o'qitish amaliyoti yanada qulay sharoitlarga muhtoj bo'lganligi sababli bir qancha tavsiyalar berilgan. Masofaviy ta'lim tizimida tehsil olayotgan talabalarning ehtiyojarini qondirish uchun tegishli tarmoq kanallariga ehtiyoj paydo bo'ldi.

Kalit so'zlar: masofaviy o'qitish, o'qitish usullari, baholash usullari, Pokiston, O'zbekiston, tashkilot, o'quv jarayoni, tahlil.

INTRODUCTION

In many countries, distance learning was in practice for many years. But its importance has drastically increased after the Covid-19 pandemic. After the COVID-19 pandemic those countries where distance learning was not in practice, also started using distance learning. Educators must not see distance education as a universal innovation applicable to all types of instructional situations, but must carefully analyze the appropriateness of distance independent learning for various types of instructional situations [1].

It is very important to organize independent education in distance learning. Because, the effectiveness of the education system is directly ensured by the level of teachers, student needs, the content of textbooks, and the infrastructure aimed at the formation of independent learning [6].

The research conducted by Rizaldi & Fatima [4] showed that to increase distance learning success, various considerations are needed, such as infrastructure, teacher and student readiness, and expected learning outcomes. Therefore, teachers as an essential factor in the achievement of the learning process.

MAIN PART

Challenges in Organization of Independent Education in Distance Learning

Every educational process has some fundamental elements like

- aims and objectives of education
- teacher/instructor

- learner/student
- learning material
- teaching method
- evaluation Techniques

and in addition to all is the organization and administration of educational institutions.

Now in the online teaching-learning process, the organization of all these elements in a proper way is the main challenge.

In the daily classroom teaching-learning process, it is very easy to carry out the whole educational process but in the case of online and distance learning processes, the situation is different.

As mentioned by Toir Qizi [6] in online learning there are two types of independent works in which students are involved.

1. One type of work is done in the class which involved independent learning under the direct guidance of the teacher

2. Another type of work done outside the class is in the form of independent work given by the teacher but performed by the student without his participation [6].

So, it is very important to train the students to use the online learning material properly.

Challenges in the selection of teachers/Instructors in distance learning

For the proper organization of independent education in online learning, the role of the teacher is very important. Because the online teaching-learning process is different from face-to-face learning. The teacher must be well equipped with all facilities needed for online teaching. The necessary conditions may include

- Teachers/instructors must be well trained in the use of ICT in education
- Proper internet connection
- Proper gadgets like laptops, smartphones, etc.
- Platforms to interact with the students like Google Class, Zoom meeting, Skype, etc.

Organization of independent education at a distance can only be possible by providing all the above-mentioned facilities.

Challenges in the organization of learning material in distance learning

Another important challenge is the organization of learning material for a particular online learning course. The learning material should be selected according to the aims and objectives developed by the course developer. There are many ways to organize learning materials for online learning. Stanford Graduate School of education explained four ways of organizing educational materials in online learning which are

- Organizing with Canvas Modules
- Sorting using Canvas Files
- Centralizing materials in Google Drive
- Linking from a central Google or Canvas page

The features built into Canvas make it easy to organize assignments, files, links, and more. When organizing by Modules, it is helpful to use different indentation levels and headings to indicate groupings within a module [5]. But there is a problem with Canvas Modules which is that all files must be uploaded manually and Materials can't be carried to the other classes. There are many other ways to organize the materials for online learning but, there are many problems that need attention. For example, the material should be reader-friendly on multiple devices. Aslanian, Clinefelter, and Magda note that "fifty-six percent of online college students use a smartphone or tablet to complete at least some of their online course-related activities" [2]. Also, learning materials should be accessible and copyright compliant.

Challenges in the organization of teaching methods in distance learning

Another important challenge in the organization of independent education in distance learning is the selection of teaching methods. As the students are not physically present in the class. So, how can the teachers engage them in the teaching-learning process? What method can be used to create interest in students towards learning etc. the answer to these questions is a challenge for the teacher.

Many teaching methods are in practice for distance learning like presentations, online whiteboards, pre-recorded lectures, etc. The commonly used software for presentations is Google Slides, Microsoft PowerPoint, Prezi, Slide Share, etc.

Challenges in the selection of appropriate evaluation methods in distance learning

The teaching-learning process is incomplete without proper evaluation. In face-to-face teaching, teachers can take tests and give assignments for formative evaluations. The annual examinations are the form of summative evaluation. But, in the case of online learning, the situation is different. Now teachers must know many other methods for formative evaluation of students. So that teachers will be able to get feedback timely.

Helen Colman has enlisted nine methods for online assessment of students. These are online quizzes, Essay questions, Drag-and-drop activities, Online interviews, Dialogue simulations, Online polls, Game-type activities, Peer evaluation and review, and Forum posts [3].

RESULT

In 2022, it is planned to increase the level of coverage of youth with higher education to 38% in Uzbekistan. In this regard, the draft of the presidential decree "On the development strategy of the new Uzbekistan for 2022-2026" stipulates the creation of an admission quota by forms of education, including distance education, taking into account the possibilities of higher education institutions until May 2022 [7].

The procedure for introducing distance education in higher education organizations in Uzbekistan has been established. By the decision of the government, the regulation on measures to introduce the form of distance education in higher education organizations was approved.

The procedure for organizing the training of personnel at the bachelor's and master's levels in higher education organizations through distance education was established.

For this, the educational organization is required to have: a Learning Management System platform for remote education management; information and communication infrastructure for Internet connection and use; educational content intended for the academic year; electronic educational-methodical complexes of subjects and electronic database of scientific and educational literature; a separate building or auditoriums equipped with computer equipment; engineers and technicians who ensure the operation of technical and software components; a server device belonging to an educational organization, located on the territory of the country; the page where all the information about the educational organization is placed [8].

Bachelor's degree courses and master's majors, where distance education cannot be introduced, are announced annually by April 1. In the training of personnel based on distance education, there should not be more than 300 students in one bachelor's field of study, and 30 students in one master's specialty.

In this case: this requirement is not applied to the directions of information and communication technologies; when determining the number of students, students who are citizens of a foreign country are not taken into account.

A student enrolled in distance education must come to a higher education institution in the following cases [8]: before the beginning of the educational process - to register on the LMS platform; at the end of each semester - for the final examination.

Let's talk about the organization of distance education at Bukhara State University in Uzbekistan. Bukhara State University, like in many other cities, introduced the distance education system after the quarantine procedure was implemented and activities of all educational institutions were temporarily suspended in our country due to the coronavirus. Considering the fact that there was no form of distance education in the higher education system of our country before the quarantine period, and taking into account the sudden transition to this education system within 1-1.5 months, I believe that it was one of the fastest and most effective leaps of that time.

Currently, Bukhara State University every enrolled student (part-time, full-time and evening) is listed at <https://hemis.buxdu.uz/>. In this system, students receive a specific registration number and are assigned a specific teacher (tutor). Students are connected to the subjects given in the curriculum, books and all necessary educational materials (lectures,

presentations, seminars, practical exercises, tests and assignments within the subject) are loaded for each subject. Students can access, download and read whenever they want and, of course, the student list is also available to the subject teachers. In addition, in the <https://hemis.buxdu.uz/> system, students can monitor all their grades, receive independent work topics or assignments, apply to the rectorate, dean's office with applications, refer to the student residence if they need a room and can inform about other problems. In this system, the main task of the teacher is to fill the database, monitor attendance, include his research works, upload all the works (scientific, creative, spiritual, economic contracts, etc.) performed during his career to the necessary pages of the system.

Currently, some students of the Faculty of Information Technologies are studying in the distance education system at the Bukhara State University. Moodle Dashboard (buxdu.uz) distance education system is used to organize this education. While mid-term tests and independent work are evaluated by performing online tests and assignments, final tests are scheduled to be submitted by students within 1-2 weeks at the end of the semester. The same educational system was introduced at the time of the introduction of the quarantine procedure due to the coronavirus, and it is still working effectively.

Let's take the example of the Allama Iqbal Open University of Pakistan to understand the organization of independent education in distance learning.

Tutorship

In Allama Iqbal open university there are permanent faculty members in each department. But, to execute a large number of education programs and to facilitate more than 1.2 million students, the university also offers tutorship.

The selection of tutorship should be done according to set criteria. Anyone who fulfills that specific criterion can get tutorship in Allama Iqbal open university. On the website of the university, the form for tutorship is available.

Selection of the teacher/instructor should be done in that way.

Facilities provided by the university to the students

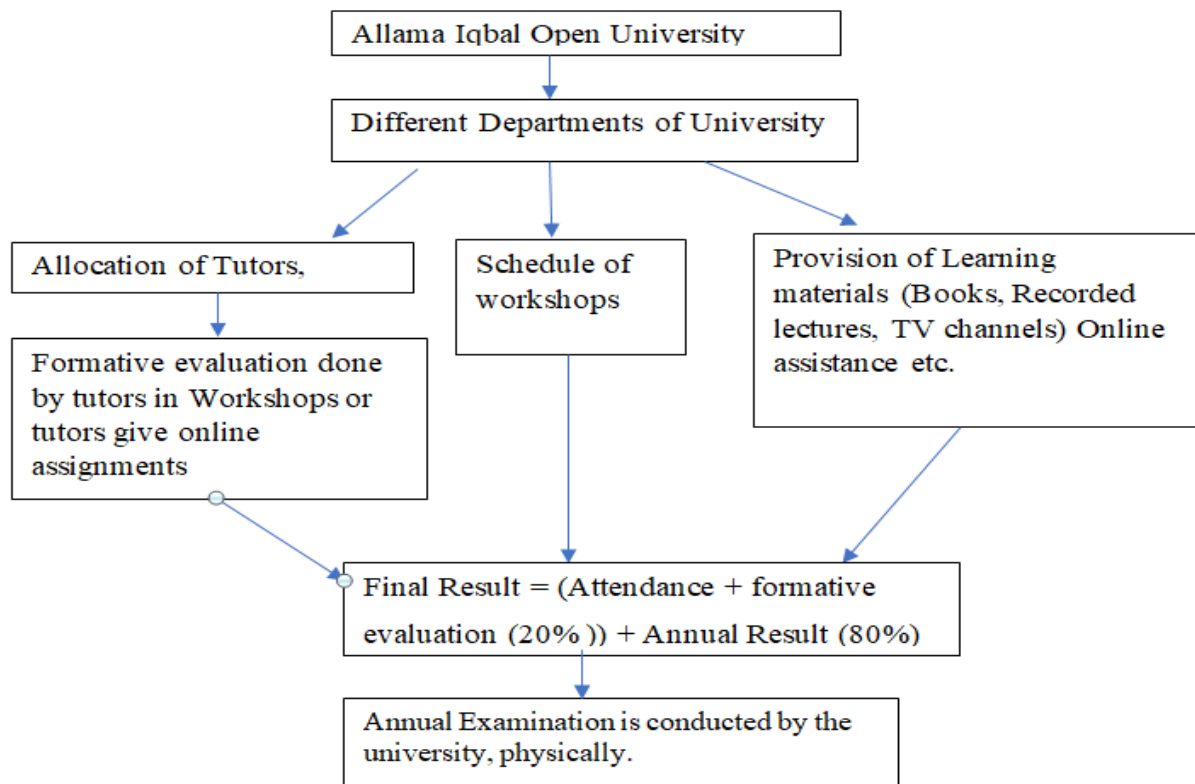
Anyone who gets enrolled in the university got a specific registration number and is allocated a specific tutor. Moreover, the university sends books and all necessary learning material to the student. The list of the students should also be provided to the tutor. The main job of the tutor is to conduct workshops and give assignments to the students which are mostly in the form of projects. Every student (especially enrolled in professional courses like B.Ed., M.Ed. etc. (B. ED stands for Bachelor's in Education and is the graduation level of educational training for aspiring teachers. M. ED is Master's in Education, for those who want to take promotions in teaching career)) must attend these workshops. The schedule for the workshops will be assigned by the respective department of the university. Students are free to use other learning materials as well.

Evaluation Process

Formative evaluation should be done during the workshops. While the university has a central examination system. The examination department of the university is responsible for the conduction of exams for each department. There is no provision for an online examination system at Allama Iqbal Open University. Only during the Covid-19 pandemic students appeared in online exams. The examination Department sent papers to the respective departments. Each department will give back the papers after checking to the examination department. The result is again announced by the examination department. No department is allowed to take the annual examinations or announce the result. That system is adopted to ensure the quality of education.

In that way, the organization of independent education is done by Allama Iqbal Open University Islamabad, Pakistan.

The whole process of organization of independent education in distance learning by Allama Iqbal Open University can be summarized as followed (Pic. 1).



Picture 1.

Another important feature of Allama Iqbal Open University is that the Science and Mathematics department is not providing distance learning. These departments have a face-to-face mode of learning. The difference compared to other universities is that the Allama Iqbal Open University Science department conducts face-to-face classes continuously for 18 to 20 days after every two months. Students have to appear physically for both formative and summative evaluations.

Virtual University

Another important platform for distance education in Pakistan is Virtual University. It is the second university according to the enrollment of students in online learning programs after Allama Iqbal Open University. Siddiqi [9] argued that a major chunk of Pakistani students are enrolled in higher education institutions of formal universities where face to face mode of education is implemented. But due to lower cost and governmental recognition for distance learning institutions, more and more people are getting attracted to distance education universities in Pakistan.

Virtual University provided an online distance education system. It was established in 2002 with a federal charter and is recognized by Higher Education Commission. Virtual University used the ODL method through the use of the internet and television channels. Ever since its inception, VU has shown massive growth in student enrollment. According to the university's website (www.vu.edu.pk) university uses state-of-the-art software including Learning Management System, exam software, virtual information system, and much other software for students' records and for interaction with students through the software, particularly LMS.

According to the website the university, it has a presence in all four provinces including Azad Kashmir and Gilgit Biltistan. University has its own campuses and it also has private affiliated campuses. Currently according to the website link (<http://vu.edu.pk/PVCs/Default.aspx>) university has 133 campuses all over the country. Therefore, students from all over Pakistan are getting an education, particularly the remote areas' students are great beneficiaries of VU as they can easily interact with the teacher of each subject

through emails, LMS, and Moderated Discussion Board (MDB, which is an in-built feature of Learning Management system).

Students can send their queries through LMS and course emails which are promptly replied by the dedicated teacher for each subject. All the course record of the student is maintained in the LMS. All the assignments and quizzes etc. are submitted online. University follows the semester system and the student just has to appear in the campus for midterm and final term exams. One major advantage of a Virtual University is that it allows admission to overseas students as well. This is perhaps the major competitive advantage of the Virtual University of Pakistan over other universities [10].

Learning Management System (LMS)

LMS is the primary software for online distance education. For VU, it is a source of student-teacher interaction, course announcements, section and students' detail, student demographics, and student queries are addressed through its inbuilt feature of Moderated Discussion Board. The record of the entire course is maintained by teachers (semester-wise) and students can view all of their records from students' view of the Learning Management System [10].

Some Future Possibilities for Pakistani Universities in the field of Distance learning

Here are some possibilities for Pakistani Universities to cope with the new world of distance learning and digitization of education.

1. Development of MOOCs (Introduction of free Massive Open Online Courses) is very important for Pakistani universities these MOOCs should be according to the national and international needs of the students. So, instead of taking MOOCs directly from the sites. There is a need of modifying and improving them according to level and national needs.
2. Universities providing the face to face learning and distance learning both must have the same standards. There should not be any compromise on the quality of education and learning standards. Online universities and other formal universities should follow the rules and standards recommended by the HEC of Pakistan.
3. The ICT facilities should be improved all over the countries. So that the students from remote areas also get benefit from the distance learning activities.
4. There is a need of more learning centers at district and tehsil levels. So, Allama Iqbal Open University and Virtual University need to establish more centers at the district and tehsil levels.
5. Virtual University and the Allama Iqbal Open University of Pakistan should arrange regular conferences and seminars for other universities to train their manpower for enhancing the distance education trends and opportunities for other universities in the future.

SUMMARY

Distance education is a mode of education in which the students are not physically present. So, that type of education and learning needs some important infrastructure and other facilities like ICT, Internet properly trained teachers, etc. In Uzbekistan, The Bukhara State University State University is providing distance learning opportunities to students. While in Pakistan Allama Iqbal Open University and Virtual University were two leading channels for providing distance learning opportunities. There are many challenges in organizing distance learning activities and every country is trying to cope with that difficulty according to the available resources. In the Bukhara State University Moodle Dashboard (buxdu. uz) distance education system is used to organize this education. While mid-term tests and independent work are evaluated by performing online tests and assignments, final tests are scheduled to be submitted by students within 1-2 weeks at the end of the semester. Currently, there are 13 faculties of Bukhara State University, and every enrolled student (part-time, full-time, and evening) is listed at <https://hemis.buxdu.uz/>. In this system, students receive a specific registration number and are assigned a specific teacher (tutor). Students are connected to the subjects given in the curriculum, books, and all necessary educational materials. While in Pakistan Allama Iqbal Open University and Virtual University are mainly providing distance learning opportunities. Allama Iqbal Open University has an average student enrolment of more than 1.2 million per year. More than 2000 courses are being offered. The university has established 48 Regional Campuses with

an associated setup of 7 Model Study Centers working across the country. Anyone who gets enrolled in the university got a specific registration number and is allocated a specific tutor. Moreover, the university sends books and all necessary learning materials to the student. The Virtual University of Pakistan has shown massive growth in student enrollment. According to the university's website (www.vu.edu.pk) university uses state-of-the-art software including Learning Management System, exam software, virtual information system, and much other software for students' records and for interaction with students through the software, particularly LMS. Overall, these universities are doing a good job of providing distance learning facilities to their students. But there is a need for improvement in some fields like the ICT facilities, Trained teachers, and a more comprehensive network for the evaluation process.

CONCLUSION

So, for the organization of independent education in distance learning, there should be physical interaction between the teacher-students, students-students, and students-institution. That will be good for the progressive teaching-learning process. Many other universities in Pakistan and other countries of the world are now offering distance learning courses. Each university adopted strategies according to its needs and available facilities. Every university tried to organize independent education in distance learning.

On the basis of the above-mentioned details, it is concluded that the universities of both countries trying their best to provide distance learning facilities to their students. Bukhara State University is trying to its level best in providing distance learning facilities to its students. Especially after Covid-19 the university played a very important role and tried to provide necessary learning guidelines to the students. Pakistan is a developing country and has lack many facilities but still, the role of Allama Iqbal Open University and Virtual University is appreciable. There is always room for further improvement so these universities also have to improve the present infrastructure. So, students can get more benefits.

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