

ISSN:2181-0427 ISSN:2181-1458

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС
ТАЪЛИМ ВАЗИРЛИГИ**

**НАМАНГАН ДАВЛАТ УНИВЕРСИТЕТИ
ИЛМИЙ АХБОРОТНОМАСИ**

**НАУЧНЫЙ ВЕСТНИК НАМАНГАНСКОГО
ГОСУДАРСТВЕННОГО УНИВЕРСИТЕТА**



2021 йил 4 сон



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Ушбу журнал 2019 йилдан бошлаб Ўзбекистон Республикаси Олий аттестация комиссияси Раёсати қарори билан физика-математика, кимё, биология, фалсафа, филология ва педагогика фанлари бўйича Олий аттестация комиссиясининг диссертациялар асосий илмий натижаларини чоп этиш тавсия этилган илмий нашрлар рўйхатида киритилган.

“НамДУ илмий ахборотномаси–Научный вестник НамГУ” журнали Ўзбекистон Матбуот ва ахборот агентлигининг 17.05.2016 йилдаги 08-0075 рақамли гувоҳномаси ҳамда Ўзбекистон Республикаси Президенти Администрацияси ҳузуридаги Ахборот ва оммавий коммуникациялар агентлиги (АОКА) томонидан 2020 йил 29 август куни 1106-сонли гувоҳнома га биноан чоп этилади. “НамДУ Илмий Ахборотномаси” электрон нашр сифатида ҳалқаро стандарт туркум рақами (ISSN-2181-1458)га эга НамДУ Илмий-техникавий Кенгашининг 11.04.2021 йилдаги кенгайтирилган йигилишида муҳокама қилиниб, илмий тўплам сифатида чоп этишга рухсат этилган (Баённома № 4). Мақолаларнинг илмий савияси ва келтирилган маълумотлар учун муаллифлар жавобгар ҳисобланади.

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Uning turli qirralarini o'rganadigan ko'plab mualliflarning ishlari tinglash muammolariga bag'ishlangan: tarkibiy tashkil etish, tinglashning psixologik mazmuni va mexanizmlari, eshitish va semantik idrok etish xususiyatlari. (B.G.Ananiev, V.A.Artemov, L.V.Bondarenko, N.I.Jinkin, I.A.Zimnyaya, P.I.Zinchenko, A.A.Leontiev, A.R.Luria, A.N.Sokolov, L.A.Chistovich va boshqalar). Barcha tadqiqotlarning o'ziga xos xususiyati – tinglashni, uning tuzilishi, psixologik mazmuni va mohiyatini, shuningdek, uning shakllari va boshqa aqliy jarayonlar bilan aloqalarini tushunishda tengsiz yondashuvdan iborat.

Shuni tan olish kerakki, maktab metodikasi hali ham nutq faoliyati nazariyasi g'oyalarini to'liq va izchil amalga oshirishni taklif eta olmaydi. Pedagogik amaliyotda tinglashni maqsadli o'rgatish bo'yicha tizimli ishlar hali to'g'ri rivojlanmagan. Metodikada nutqni rivojlantirishning ushbu sohasi yetarli darajada rivojlanmaganligi qayd etilgan: tinglashning muhim tarbiyaviy, intellektual qobiliyatini shakllantirib, nimani, qaysi bosqichda va qanday o'qitish kerakligi noma'lum, natijada - bugungi maktab o'quvchisida tinglash qobiliyati yetarli emas.

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ADVANTAGES AND DISADVANTAGES OF MODULAR OBJECT-ORIENTED DYNAMIC LEARNING ENVIRONMENT (MOODLE) IN THE SYSTEM OF EDUCATION

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***Abstract:** The article considers the advantages and disadvantages of using the electronic educational environment (MOODLE) for the implementation of electronic maintenance and support of the educational process. This principle will allow you to teach more individually. The necessity of providing students with as many opportunities as possible for self-realization, self-presentation and for analyzing the information provided by the student about himself and his activity in the system have been described*

***Keywords:** Moodle ,distance learning system, individual approach, self-education, multimedia technologies, Hot Potatoes.*

ПРЕИМУЩЕСТВА И НЕДОСТАТКИ МОДУЛЬНОЙ ОБЪЕКТНО-ОРИЕНТИРОВАННОЙ ДИНАМИЧЕСКОЙ СРЕДЫ ОБУЧЕНИЯ (MOODLE) В СИСТЕМЕ ОБРАЗОВАНИЯ



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***Аннотация:** В статье рассмотрены преимущества и недостатки использования электронной образовательной среды (MOODLE) для реализации электронного сопровождения учебного процесса. Этот принцип позволит вам обучать индивидуально. Описана необходимость предоставления студентам как можно большего количества возможностей для самореализации, самопрезентации и анализа информации, предоставляемой студентом о себе и своей деятельности в системе.*

***Ключевые слова:** система дистанционного обучения, индивидуальный подход, самообразование, мультимедийные технологии.*

TA'LIM TIZIMIDA MOODLE PLATFORMASINING AFZALLIKLARI VA KAMCHILIKLARI

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***Annotasiya:** Maqolada masofaviy (Moodle) o'qitishning o'quv jarayonidagi afzalliklari va kamchiliklari ko'rib chiqilgan. Shuningdek, talabalarga o'zini o'zi anglash, taqdimotlar qilish, o'zi va uning tizimdagi faoliyati to'g'risida taqdim etgan ma'lumotlarni tahlil qilish uchun imkon qadar ko'proq imkoniyatlar berish zarurligi tasvirlangan hamda modul tizimida o'qitishning nazariy va amaliy jihatlari o'rganib chiqilgan va tahlil qilingan.*

***Kalit so'zlar:** masofaviy o'qitish tizimi, individual yondashuv, o'z-o'zini o'qitish, multimedia texnologiyalari.*

The rapid progress of science and technology is causing massive changes in the learning process. One of the results of the development of science and technology is the Internet. The Internet allows a person to do many things without time and space restrictions. People can do work without even being present at their workplace [4,77]. Responding to the demands of the times, the system of higher professional education aims to train competitive specialists, create conditions for the formation of professional qualities and the development of a personality capable of adapting to modern transformations, which implies the development of flexible qualities, including the ability to carry out self-education, self-esteem and self-regulation, the ability to see, formulate and correctly solve professional problems, to highlight significant information in a huge information flow and, based on the analysis of reliable information, make decisions independently [2,65].

To achieve these goals, teachers are looking for more and more new methods and means of teaching, and one of the most demanded means are information and communication technologies (ICT), as well as electronic learning systems. The most popular system is probably MOODLE (Modular Object-Oriented Dynamic Learning Environment). Before identifying



the pros and cons of using MOODLE, you should take a moment and see what MOODLE is and why people use it. MOODLE stands for Modular Object Oriented Dynamic Learning Environment. In English, this essentially means the system that educational institutions use to deliver courses and teaching materials to students. The main reasons for using this system are that it is free, has many different features that teachers and administrators can use to teach and, to some extent, is easy to use.

Martin Dougiamas (ideologist and project manager for the development of the MOODLE Learning Management System) formulated five principles underlying the system [3,33]. Let's consider these principles in more detail. Principle 1: We are all both potential teachers and learners. The teacher is not so much a bearer of knowledge, but rather a "guide", guiding students on an independent path of information search. Principle 2: We learn especially well when we create or try to explain something to others. It is based on a fairly obvious statement that people learn in action. Principle 3: We learn a lot by observing the activities of others. Actions performed by other students in a similar situation have a significant impact on the activities of all participants in the educational process, forcing them to involuntarily work in a general mode. Principle 4: Understanding other people changes ourselves. This principle will allow you to teach more individually. It is necessary to provide students with as many opportunities as possible for self-realization, self-presentation and for analyzing the information provided by the student about himself and his activity in the system. Principle 5: We learn well if the learning environment is flexible and adaptable to the needs of the learners.

Taking into account these principles, all the tools of the MOODLE system were implemented: communicative, educational and administrative [4,25]. MOODLE is a manager who creates online courses that act as a virtual classroom. The use of this system changes if it is used to support classroom teaching. In this case, we can perform educational activities that would otherwise be difficult to carry out. This is one of the advantages of MOODLE: the system can represent the material in units of ready to use. It allows you to use questionnaires, Hot Potatoes, keep a work progress log, track forum discussions, jointly edit documents. And all this in one environment. Another benefit is that MOODLE keeps a record of everything students do. The teacher knows how many times the student has consulted the source, what is the result of his participation in the survey, etc. Using Moodle has a number of advantages for students and teachers:

lack of payment; -

high level of system security;

- compliance with the principles of developmental education;

- great flexibility;

- the ability to customize to fit your needs;

- interactivity of training;

- development in several languages;

- availability of training at any convenient time; - clarity and variability of information presentation;

- no problems with the acquisition of training materials and manuals;

- individualization of training;

- the knowledge assessment system is objective and independent of the teacher;



- increasing creative and intellectual potential due to self-organization; - multiple repetition of the studied material;

Due to all these advantages, MOODLE has recently gained great popularity and attracted a lot of attention. But, like any learning system, unfortunately, it has several disadvantages for both administrators and students to be aware of. Knowing these gaps can help in making an informed decision about the system and the appropriateness and effectiveness of its use. The first big question is the fact that MOODLE is not fully designed to handle large projects. She does an excellent job for small to mid-sized colleges and universities, but she cannot work effectively with large educational institutions or serve as a great way to conduct all classes. The latter example is hypothetical rather than factual, but if the Ministry of Education decided to experiment with a similar idea, MOODLE would not be the best choice. Since the more students have access to the platform, the slower the system becomes. This can be extremely inconvenient for students when they are trying to answer quiz questions, take tests, or are simply trying to access course content. The website may also close unexpectedly, blocking students' ability to access study materials. In addition to the lack of full development, MOODLE users often complain about the hassle they have with adapting to their individual needs, namely individual system settings. In addition, the lack of "human" resources is largely seen by users as a negative trait. The program is designed to deliver content, but it would be nice if the system provided more human interaction to help students and staff communicate effectively. Evaluation options are also limited in MOODLE. In addition, the student's grades can only be operated within the course. There is no way to draw up a summary sheet. These are the main disadvantages of using MOODLE, but there are others. For example, some features allow users to add unverified files, HTML codes containing JavaScript, etc., which can potentially be used to gain administrator rights. This functionality is intended for administrators and teachers only.

MOODLE also has features that allow users to access other people's private information, for example, non-public information in a user's profile. There are also some features that allow users to add content to the system, for example, post threads and reply to messages, send private messages, which can be used as spam. Another disadvantage of the MOODLE system is that it lacks the concept of an academic group. Groups in MOODLE do not exist to manage access rights to courses, but to separate groups of students in one course. In addition, this distance education system has increased requirements for computer performance. Also, users often have problems getting quality technical support. Since many programmers around the world work on the source code, communication between development contributors is difficult. Based on the foregoing, universities are faced with the need to employ a highly qualified MOODLE specialist to deploy and support the system. The amount of expenses of an educational institution for the remuneration of such a specialist per year may exceed the cost of implementing a commercial distance learning system. Another item on the list of MOODLE's shortcomings is the fact that it is quite difficult to motivate students to work with the system, and this is taking into account the fact that modern students are accustomed to the constant use of various devices and cannot imagine their life without gadgets and Internet access.

Consequently, to achieve success, strict self-discipline is required and the result of training depends on the independence and consciousness of students, since even though all actions in the system are recorded, there is practically no constant control over the students. But, even knowing about all the existing shortcomings, MOODLE remains the most popular



distance education system, both in Uzbekistan and abroad. Obviously, using MOODLE depends on the specific situation. Small and medium schools with a good programming team will have fewer problems than large ones without programming skills. We hope that the pros and cons of using MOODLE listed here will help you decide about MOODLE and whether or not it really suits your goals and needs.

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Annotatsiya: Ushbu maqolada boshlang'ich sinf o'quvchilarini tenglama tuzib masala yechishning o'ziga xos usullari ishlab chiqilgan. Harfiy ifodalar va ular ustida ishlash, berilgan aniq qiymatlarga ko'ra harfiy ifodalar ustida ishlash, berilgan ma'lumotlarga ko'ra harfiy ifodalar tuzishni o'rgatishga doir amaliy topshiriqlar ustida ishlashga doir namunaviy topshiriqlar berilgan.

Tayanch so'z va iboralar: tenglama, masala sharti va savoli, o'zgaruvchili ifoda, algebralik usul, test savollari

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