



METHODOLOGY OF DISTANCE LEARNING USING INTERNET RESOURCES OF ASTRONOMY OUTSIDE THE GALAXY

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Abstract:

Today, developed foreign higher education institutions pay special attention to distance and mixed education along with traditional education, the requirements for mastering subjects by students, that is, the conditions for the implementation of the general education program and structure is changing.

Keywords: Galactic evolution, plane-formers, sphere-formers, subsystem, 1st generation stars, elliptical galaxy, protogalaxy, M31 Galaxy

Introduction

"Wide-scale use of teaching using distance and mixed education technologies allows not only to implement the educational process in epidemiological safety, but also to adapt education to the modern realities of the digital post-industrial society. Therefore, it is necessary to improve the mechanisms of using distance learning systems, information educational environments, educational platforms, and educational websites in order to increase the effectiveness of teaching subjects, including astronomy, in the formation and development of students' competence in astronomy". For this, it is necessary to introduce foreign experiences into the higher education system of our country.

Based on research conducted for this purpose, three main models of using distance learning systems (information learning environments, educational portals, platforms, educational websites) in foreign higher education institutions were identified (see the table). educational systems are of particular importance in the US education system. "Distance learning systems are used to support the teaching of sciences, including astronomy, to people in remote areas, schooling, vocational training, corporate and military training, and higher and higher education. From a technical point of view, all means of communication for teachers and students are provided here - computer training programs, web-technologies, video conferences, satellite television, educational materials in various electronic media are actively used in correspondence





education. Thus, distance education programs that appeared in the 90s are characterized by extensive approaches in the 20th century. "Currently CALS (Continuous Acquisition and Life cycle Support) program has been introduced, which offers independent training courses through networks based on communication and feedback with students based on information and communication technologies. It also offers computerized lessons, followed by email discussions with instructors, and focused face-to-face feedback at the end of the week." "About 20 percent of students in the United States receive education from distance programs, and the rate of growth of this indicator is considered effective compared to traditional forms of education. About 10 percent of college students, half of students in programs with certification (basic higher, graduate higher, bachelor), doctoral and master's programs, and a third of students study remotely. 2/3 of teachers (in traditional and distance colleges) work part-time (part-time).

"Every year in the United States, about 2 million people get higher education online. Accordingly, software and hardware for distance education are developing rapidly. "Penn State, University of Florida, Massachusetts higher education institutions, which effectively use distance education systems in the USA, can be cited as examples." In these higher education institutions, interactive educational tools for teaching astronomy are used effectively. "The growth of the distance education market in different countries of the world is on average 10-20% per year."

Models of distance education systems in developed foreign countries

Model	Content
Model 1	A distance learning model based on one full-time higher education institution. In this model, traditional higher education institutions with professors and teachers have a high intellectual potential to design and create pedagogical courses based on modern educational tools using multimedia and hypermedia technologies. Teaching is mainly carried out using case technologies (printed manuals, audio and video tapes, etc.) using communication tools. This model of organizing distance education is effectively used in many leading higher education institutions of the world, in particular, Oxford and Cambridge Universities (England), Sheffield University (Scotland), Baltic University (Sweden), Open University (Turkey).
Model 2	Distance education model based on the cooperation of several educational institutions. Such cooperation in the design, creation and use of distance education courses increases their pedagogical quality. Cooperation can be national and international. As an example of such a model of distance education, it is effectively used in the Northern colleges and higher education institutions of England.
Model3	Model of distance education in specially created higher education institutions. Classes are based on active and purposeful independent work of students with textbooks, special literature, audio and video resources, computerized courses. Along with these educational tools, computer teleconferencing is also used in the pedagogical process. The introduction of teleconferencing requires certain changes in educational programs and its organization. This model of organizing distance education is used by the Open University of Great Britain, the Spanish National University of Distance Education, the Open University of the Netherlands, and others.





Currently, as the global economic crisis begins to affect all major sectors of society, education in the United States and other countries is becoming self-education for many people. In this case, the student receives quality education through the use of multimedia educational programs developed in prestigious online educational institutions, only occasionally using the help of a tutor. For this purpose, today the role and function of the US higher education institution is changing from a source of knowledge to a coordinator of knowledge obtained through the Learning management system (LMS). students' activities are carried out through the global network. In European countries, interactive courses and hypertext educational tools have been developed for learning through the global network.

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