



DISTANCE LEARNING: FORM, TECHNOLOGY, MEANS

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Annotation

The article is devoted to the urgent problem of modern education - distance learning. The main objective of the article is to substantiate and substantiate distance learning as a new form of education. The article analyzes the forms of education, provides the main directions of development of distance learning, shows the differences between distance learning and traditional. The problems solved by students and teachers in distance learning are highlighted. It is shown that the effectiveness of distance learning is determined by the use of pedagogical technologies that underlie the design and implementation of distance courses. It is concluded that distance learning can be considered as an independent form of education, because it has significant differences that cannot be implemented in a traditional form.

Keywords: distance learning, form, technology, means.

Introduction

Until recently, concepts such as distance learning, distance learning, open learning, etc., were practically not divided. But at present, distance learning (DL) has proven its importance and relevance. The educational community realizes that distance learning has good prospects associated with the implementation of learning throughout life. However, the question is still relevant: is distance learning a form of education or a technology? This is a serious problem, since the strategy, tactics of implementing distance learning, and, accordingly, the preparation of teachers for work in distance learning depend on the understanding of this issue.





Currently, researchers and practitioners of distance learning have given the following basic definitions.

- distance learning is “a synthetic, integral humanistic form of education, based on the use of a wide range of traditional and new information technologies, and their technical means, which are used to deliver educational material, study it independently, dialogue in the general case, it is uncritical to their location in space and time, as well as to a specific educational institution” [1].
- distance learning (distance learning laboratories) - “a form of learning in which the interaction of a teacher and students, and students with each other is carried out at a distance and reflects all the components inherent in the educational process (goals, content, methods, organizational forms, teaching aids), implemented by specific means Internet technologies or other means providing interactivity” [2, p. 17].
- distance learning (groups of MESI specialists) - “distance learning technology, in which the teacher and students are physically in different places. Previously, distance learning meant distance learning. Now it is a teaching tool using case, TV and network learning technologies” [3].

distance learning (Center "Eidos", A. V. Khutorskoy) - "training using telecommunications, in which the subjects of training (students, teachers, tutors, etc.), having spatial or temporal remoteness, carry out a general educational process aimed at their creation of external educational products and corresponding internal changes (increments) of subjects of education” [4].

From the above definitions, we can conclude that there is no common understanding of the essence of distance learning. However, in Uzbek universities, distance learning is currently presented in the form of distance learning technologies, which is enshrined in the legislative framework.

In Art. 16 of the Law on Education states that the competence of an educational institution includes: “the use and improvement of methods of the educational process and educational technologies, including distance learning technologies. Distance learning technologies are understood as educational technologies implemented mainly with the use of information and telecommunication technologies with indirect (at a distance) or not completely mediated interaction between a student and a teacher” [5]. It follows from this that "an educational institution has the right to use distance learning technologies for all forms of education in the manner established by the federal (central) state educational authority" [3].

Thus, distance learning technologies are understood as: CD technology (in time requirements - case technology) - educational materials are provided to students on printed and multimedia (floppy disks, CD-ROMs, DVDs) media. It is used, as a rule,



in combination with full-time forms of classes: survey lectures, seminars, trainings, consultations and tests. Part of communication with the teacher (for example, consultations), as well as obtaining information from electronic libraries and databases of universities can be carried out via the Internet.

Network technology - the use of computer training programs and electronic textbooks, which are placed on the Internet servers of the university. Through the Internet, you can contact the teacher, take intermediate and final tests. A number of universities also conduct lectures and seminars in real time. Examinations are held in the educational center of the university closest to the student's place of residence. Networked learning can be organized both autonomously and based on the deployment of information and educational environments.

Television-satellite technology is organizationally similar to the network technology, only the contact (lectures and seminars) of teachers and students is carried out via satellite communication channels.

In addition to these three technologies, a hybrid model is now increasingly used, combining face-to-face and distance learning periods (sessions). That is, a hybrid (mixed) model based on the analysis of advanced training courses for teachers at ASU (Andijan State University) can be understood as a "mixture" of network technology combined with case technology and face-to-face studies (usually this is an introduction to the course and the basics of working in a remote shell, the principles of network communication with a tutor, as well as the defense of the graduation work). However, distance learning is viewed abroad as a form, so the question is still relevant: Is distance learning a form, technology or means?

Consider distance learning as a form of education. As a new form of education, distance learning cannot be a completely autonomous system. Distance learning is built in accordance with the same goals as full-time education (if it is built according to the relevant educational programs), with the same content. But the form of presentation of the material, the form of interaction between the teacher and students, and students among themselves will be different.

The basic didactic principles of distance learning are basically the same as for any other education, but the principles of organizing distance learning are different, they are specific for distance learning, as they are due to the specifics of the form, the capabilities of the Internet information environment, its services (chats, forums, mail, videoconference).

The characteristic features of distance learning are modularity, a change in the role of the teacher (largely associated with the separation of functions of course developers, tutors, etc.), the separation of subjects of the educational process by distance, virtual





cooperative learning, the predominance of self-control over control by the teacher, the use of modern specialized technologies and teaching aids, etc.

The main areas of application for distance learning include:

- advanced training of teaching staff in certain specialties;
- preparation of schoolchildren in certain academic subjects for passing exams as an external student;
- preparing schoolchildren for admission to educational institutions of a certain profile;
- organization of specialized training for schoolchildren;
- additional hobby education;
- professional retraining of personnel;
- professional training.

From a comparison of distance learning with full-time and part-time forms of education, it follows that distance learning can be considered as a new stage in the development of both part-time and full-time education, which provides the use of information technologies based on the use of personal computers, video and audio equipment, space and fiber-optic technology.

The difference between distance learning and part-time education is that a significant part of the material is learned not autonomously, but in constant communication with the teacher (consultations by phone and the Internet, lectures and seminars online). And also the main differences between distance learning and part-time education include:

- constant contact with the teacher (tutor), the ability to promptly discuss emerging issues with him, as a rule, using telecommunications;
- the possibility of organizing discussions, joint work on projects and other types of group work during the course of the course and at any time (in this case, the group can either consist of students living compactly in one locality or be distributed). In this case, students also contact the teacher (tutor) through telecommunications;
- transfer of theoretical materials to students in the form of printed or electronic teaching aids, which allows you to either completely abandon the setting sessions with the arrival at the university, or significantly reduce their number and duration.

The difference between distance learning and full-time education is that a significant part of the material is learned not in classrooms, but with the help of Internet technologies, that is, students' work in distance learning is organized and basically independent. The main differences between distance learning and full-time education include:





- learning at the place of residence or work, therefore, the distributed nature of the educational process;
- a flexible schedule of the educational process, which can be either completely free with open education, or be tied to a limited number of checkpoints (passing exams, on-line sessions with a teacher), or to group lessons, as well as laboratory work on equipment (possibly, remote);
- contacts with a teacher (tutor), mainly carried out through telecommunications.

In addition, it is important to note that distance learning fundamentally differs from traditional education also in that it creates a new educational information environment, into which a student comes who knows exactly what knowledge, skills and abilities he needs.

It can also be considered that a distinctive feature of distance learning is to provide trainees with the opportunity to acquire the required knowledge themselves, using developed information resources (databases and knowledge, computer, including multimedia, training and monitoring systems, video and audio recordings, electronic libraries, as well as traditional textbooks and teaching aids).

And among the differences between distance learning and traditional education, one can single out a number of typical psychological and pedagogical problems that the teacher and students of the distance learning course have to solve:

- difficulties in establishing interpersonal contacts between participants in the learning process;
- problems of formation of effectively working small study groups in training in cooperation;
- determination of individual characteristics of the perception of information among students and learning styles for a more effective organization of the educational process;
- updating and maintaining motivation for learning;
- the adequacy of the teacher's behavior to the methodology and pedagogical technology chosen for distance learning.

Thus, distance learning is an integral part of full-time and part-time education, and can also act as an independent form of education. There are a number of problems associated with considering distance learning as a form of education (these problems are mainly related to the legislative framework). Many educational institutions in a number of countries are just beginning to use distance learning as a support, and often as a replacement, as needed, of traditional forms of education.

The question arises: can we talk about the creation of a new distance learning form using electronic copies of traditional textbooks as its basis and replacing part of the





face-to-face classes with consultations via the Internet? And can we talk about the creation and functioning of a new form of education, if the workload of a student and a teacher is not specified?

It should be noted that the traditional forms of education are based on the volume of the academic load, which in full-time education in accordance with the state educational standards of higher professional education in Uzbekistan should be on average at least 30 hours per week for the period of theoretical training, with part-time (evening) form not less than 10 hours a week, with correspondence not less than 160 hours a year.

Also, the terms of mastering the basic educational program are not specified, which for full-time education in Uzbekistan is 120 weeks, and for part-time (evening) and correspondence forms of education and in the case of a combination of various forms of education, are increased by the university for a year or for a period of up to one year. (depending on the specialty) in relation to the standard term. Therefore, if we talk about distance learning as a new form of education, then it is necessary to make changes not only in the laws, but also in the state educational standards that exist in the country [6].

Considering the above, we can say that on the basis of existing regulatory documents, distance learning is now defined in Uzbekistan as a technology (CD technology, network technology, television and satellite technology), implemented in full-time and part-time forms of education.

An analysis of the views of researchers and practitioners of distance learning allows us to say that distance learning is a new form of education that provides a range of educational services to the general population in the country and abroad with the help of a specialized information and educational environment at any distance from educational institutions.

Information and educational environment of distance learning is a system-organized set of data transmission means, information resources, interaction protocols, hardware-software and organizational-methodological support, focused on meeting the educational needs of users [7].

And it is important to add that the organization of training and the strategy of interaction between students and the teacher are determined by the pedagogical technology underlying the development of the distance course.

Thus, distance learning can be considered as an independent form of education in the 21st century, as well as an innovative component of full-time and part-time education.





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