

PREREQUISITES FOR THE ORGANIZATION OF DISTANCE LEARNING

*Fergana professional educational school specialized
for persons with disabilities English teacher*

Muxammadjonov Asadbek

Abstract. *Today, in order to remain a competitive educational organization, it is necessary to organize and implement the educational process of students using both modern information technologies and modern forms of organizing the educational process. In particular, such a form can be a distance education system for students through the use of ready-made software shells and open programs, conceptually based on the ideology of free software. The article provides ideas on how to organize distance education.*

Key words: *distance learning, capacity, innovation, pedagogical design.*

INTRODUCTION

Distance learning based on computer telecommunications is making itself known more and more confidently. Recently, the problem of distance learning has received much attention in the pedagogical literature. That is why it is important to clearly define the concepts from the very beginning. What is distance learning? It is clear that this is distance learning, when the teacher and students are separated by space. But what does this mean? The most varied opinions are expressed, sometimes completely unexpected. If we talk about the pedagogical aspect of the problem, and it is precisely this that seems to us to be the most significant when organizing distance learning, the emphasis should be on the word “learning”.

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

Analysis and results

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

- DL – “this 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, its independent study, dialogue exchange between teacher and student, and the learning process in general case is not critical to their location in space and time, as well as to a specific educational institution”.

DO (laboratories DO IOSO RAO) - “a form of education in which the interaction of 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 of the Internet - technologies or other means that provide interactivity" [2].

- DL (groups of MESI specialists) – “distance learning technology, in which the teacher and students are physically located in different places. Previously, distance learning meant distance learning. Now it is a teaching tool that uses case, TV and network learning technologies” [3].

- DO (Eidos Center, A.V. Khutorskoy) – “learning using telecommunications, in which the subjects of learning (students, teachers, tutors, etc.), having a spatial or temporal distance, carry out a general educational process aimed at their creation of external educational products and corresponding internal changes (increment) of educational subjects”.

From the above definitions we can conclude that there is no common understanding of the essence of DL. However, in Russian universities, DL is currently presented in the form of distance learning technologies, which is enshrined in the legislative framework. Distance educational technologies are understood as educational technologies implemented mainly with the use of information and telecommunication technologies with indirect (at a distance) or incompletely indirect interaction between the student and the teaching staff” [1].

It follows from this that “an educational institution has the right to use distance educational technologies in all forms of education in the manner established by the federal (central) state education authority”.

Thus, DL technologies are understood as: CD technology (in temporary requirements - case technology) - educational materials are provided to students on printed and multimedia (floppy disks, CD-ROM, DVD) media. It is used, as a rule, in combination with full-time classes: review lectures, seminars, trainings, consultations and tests. Part of the communication with the teacher (for example, consultations), as well as obtaining information from electronic libraries and university databases can be carried out via the Internet. Network technology is the use of computer training programs and electronic textbooks that are hosted on the university’s Internet servers. You can contact your teacher via the Internet and take intermediate and final tests. A number of universities also conduct lectures and seminars in real time. Exams are conducted at the university study center closest to the student’s place of residence. Network training can be organized both autonomously and based on the deployment of information and educational environments. Television-satellite technology is organizationally similar to network technology, only contact (lectures and seminars) between teachers and students is carried out via satellite communication channels.

In addition to these three specified technologies, a hybrid model is now increasingly being used, combining full-time and distance learning periods (sessions). That is, a hybrid (mixed) model based on the analysis of advanced training courses for teachers in RTSKO and IT (regional center for assessing the quality of education and information technology) and in LOIRO (Leningrad Regional Institute for Educational Development) can be understood as a “mixture” of network technology in combination with case - technology and face-to-face

classes (usually this is an introduction to the course and the basics of working in a remote environment, the principles of network communication with a tutor, as well as the defense of a final work).

CONCLUSION

Distance learning, like any other form of acquiring knowledge, has many advantages and disadvantages. A significant disadvantage is the lack of a centralized system of certification and accreditation of electronic courses, which results in a lot of “crafts”, loudly called electronic courses and electronic textbooks, but in reality they are ordinary word files. An important factor preventing a more intensive introduction of distance technologies into the educational process is the insufficient motivation of university teachers to work in this direction [4]. Perhaps the reason for this is the high labor intensity associated with the creation of teaching materials for distance learning, but here you need to realize that in the future the expenditure of time and effort should be compensated by a reduction in the time required to complete some of the usual types of teaching workload of the teacher.

At this stage of development of distance technologies, our task is to organize the educational process in such a way that so that new forms of training give results at least the same in terms of quality as traditional ones. In addition, there are many questions related to methods for measuring the effectiveness of distance learning. But be that as it may, the huge “advantage” of distance learning technologies is that they allow any person to learn continuously – throughout his life.

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