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ЗНАЧЕНИЕ И ПРИНЦИПЫ ВНЕДРЕНИЯ ДИСТАНЦИОННЫХ ОБРАЗОВАТЕЛЬНЫХ ПРОЦЕССОВ

Аннотация. В этой статье представлена новая система обучения, принципы дистанционного обучения, которая сегодня очень важна. Представлены концепции стандартизации, универсальности и открытости. Также рассматривается развитие дистанционного образования в Республике Узбекистан, обзор методов организации дистанционного образования, состояние и проблемы системы дистанционного образования, модели дистанционного обучения и их типы.

Ключевые слова: система дистанционного обучения, модели дистанционного обучения, инновации, модель, телекоммуникации, принцип, метод, технология.

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IMPORTANCE AND PRINCIPLES OF INTRODUCTION OF DISTANCE EDUCATION PROCESSES

Abstract.

This article presents the principles of distance learning, a new system of teaching that is very important today. Concepts of the principles of standardization, universality and openness are given. Also, the issues of development of the distance education system of the Republic of Uzbekistan, its urgency, the problems

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of distance learning today, methods of organization, importance, models of training and their types are described in detail.

Today it is difficult to imagine the development of a comprehensively developing society without information technology. Due to the rapid development of information technology, the use of technologies in all spheres of social life is becoming a topical issue of our time. There is a need for wide and effective use of information technology in the implementation of such responsible tasks as the training of mature personnel in educational institutions. It can be achieved through the technical support of all departments of educational institutions, the full creation of access to the Internet. The use of distance learning systems in teaching technologies is becoming increasingly important. The use of the Internet in the implementation of distance learning creates a traditional and distance learning environment at the same time, which in turn enhances the quality of the traditional education system as it seeks to ensure its competitiveness in the education system and increase the overall level of education.

Nowadays the main didactic principles of the development of education in the education system are also the basis for forms of distance learning, such technology of education is improved and supplemented with new conditions and criteria for a new learning environment.

Distance learning is a progressive method and technology of teaching, on the basis of which the new teaching methodology and telecommunications are combined, and all forms of teaching serve to increase the quality, continuity and effectiveness. Distance learning is a new form of teaching that differs from the separate and inseparable forms of teaching from production. It refers to new forms, methods, tools, organization of education, forms of interaction between the teacher and the learner, as well as between learners. Also, different forms of such education will have their own purpose, based on the social order, the content

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defined in the curriculum of the selected educational institution, as well as the organizational form and special means of teaching methods.

Distance learning is the transfer of knowledge by the teacher, the process of learning by learners. It is also a system that incorporates interrelated elements such as legal, educational, methodological, technical, and human resources that carry out this process. In the distance learning system, learners have the opportunity to read independently, study and choose a time that suits them [1]. The distance learning system incorporates several principles like a traditional education system.

According to the principle of teacher-centered educational and developmental tasks, in addition to the formation of certain knowledge, skills and abilities in learners, it is necessary to take into account the pedagogical and developmental factors of training on a particular topic. In distance learning, this principle is interpreted in the form of the principle of a creative description of the learner's cognitive activity. Creative information technology is interactive in nature and requires the learner to apply the description of the general information received to specific situations.

The implementation of the scientific principle of teaching in the process of distance learning implies that learners learn scientific facts, concepts and laws, as well as theories on the content of a particular subject. The principle of science requires learners to develop research skills. This requires the widespread use of problem-based learning methods in laboratory and practical training. Successful implementation of this principle in distance learning serves to ensure the fundamentality of the acquired knowledge.

The basic technology of creating a distance learning system is network technology, which allows open access and access to the distance learning system. Network technology is a much more cost-effective and efficient technology for an educational institution. The following principles underlie the creation of a distance learning system: standardization, universality and openness [4].

Standardization means, firstly, the Internet as the main basis of standard network technology, and secondly, the introduction of the necessary components in the distance learning system, the requirements for the rules of creation.

The universality is that, first, the system is considered as a distance learning tool, but for an optional form of learning, computer network technology is also considered. Second, the system will be appropriate for the study of voluntary disciplines and the creation of courses: humanities, socio-economics, natural sciences and technology. Third, the system recommends all known technologists and distance learning methods: e-textbooks, teaching and assessing tests, virtual laboratories, e-library, including a variety of tools for exchanging information and shaping individual learning programs.

The principle of openness means that all registered users of the system can use it at any time, at any distance. The main requirements for the distance learning system are:

• interactivity, provides a communication mode of teaching;

• software and hardware independence, training in any hardware and optional operating system management;

• high speed of data exchange, reduce wasting time in training.

When distance learning is organized through computer communication, the educational, pedagogical and developmental organizer of training based on the above requirements will be based on tools such as computer communication, CDs, as well as case technology, equipped with the technological processes used in them.

The rapid penetration of distance learning into the world education system as a separate form is being introduced as interactive learning.

Since distance education is a pedagogical process based on information technology, telecommunications, modern technologies provide a basis for the reorganization of the distance higher pedagogical system [3].

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The process of distance learning has introduced into the field of education not only modern pedagogical and information technologies, but also a number of new concepts and terms:

• virtual class (group)

• provision of training

• educational telecommunication projects

• feedback

• dialog technology

• computer connection

• teleconferencing

• coordinator, moderator, teleconferencing facilitators, tutors.

Achieving the above goals requires the teacher, the effective use of new information and communication in education, the widespread use and implementation of the following technologies in the introduction of distance learning in the educational process. The advantages of distance learning methods include: a creative learning environment; in traditional teaching methods, the learner reads only the given material, and in distance learning, learners have the opportunity to search for the necessary information from the database and share their experiences with other learners through electronic networks; the presence of major changes in the workplace; the type of distance learning provides a wide range of opportunities for the audience.

Manage and control of the distance learning process is mainly carried out using Internet technologies. Interactions between teachers and learners are carried out using e-mail, Internet connections. In addition to the case on the website of the educational institution in the implementation of such training:

• references to various additional materials, media, as well as other sites;

• theoretical work, tests involving automatic control;

• a forum Web page for using teleconferencing to discuss a particular issue or problem collectively;

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• a forum to find answers to questions from authorities, and to use teacher consultation;

As noted by the President, it is one of the main directions of the program of integrated development of the higher education system [2]. Today, the practice of distance learning from home based on an individual plan, the use of video lessons prepared by the university, in-service training, as well as additional training in other areas and capacity building for personal interests are widely used. This year, all educational institutions in the country have launched a system of online education and distance learning.

Today, due to the epidemiological processes around the world, higher education training has been provided to students through the ZOOM program. According to the observations, the quality of education in this area of education also met the normative requirements. In this regard, we can assume that the introduction of distance learning complex in educational institutions can bring all-round benefits.

The higher education system has all the conditions for the introduction of this complex. All higher education institutions in our country are well equipped with computers, information and communication technologies. At present, distance learning from home and the formation of the necessary knowledge, skills and competencies in learners are fully achieved. The widespread introduction of these technologies in the education system will help to solve many problems facing universities in a timely manner.

Summarizing the above, it can be said that the teaching of sciences using computers is becoming increasingly important. The opportunities of computer technology can be effectively used in the development of learners' personality-oriented development, creative abilities.

Educators can use the computer not only in the preparation of methodical materials for the lesson, but also in the use of computer programs necessary for teaching science, as well as in the process of individual work with learners.

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