

World And Uzbek Experience in Distance Education

Islamova Maftuna
Sharofiddinova

Tashkent region Chirchiq State Pedagogical Institute, researcher

ABSTRACT

This article examines the emergence of the distance education system of the XXI century, the world experience of distance education, the advantages and disadvantages of distance education, the use of distance education in higher and secondary education, the prospects of distance education in Uzbekistan in 2019-2020 and general conclusions on distance education

Keywords:

Distance learning, distance learning, distance learning, state and non-state educational institutions, the Internet, the moodle system of distance education, interactive and non-interactive technologies of distance education, advantages and disadvantages of distance education.

Introduction

The word distance - means to perform a certain action while maintaining distance. The term has entered the field of education, as well as many other areas of human life, such as electronics and automation, services, management, and the concept of "**distance learning**" has emerged in the education system.

Distance learning - is the process of conducting a set of activities related to reading and learning at a distance.

Distance learning - is the process of implementing legalization of all forms of distance learning, based on new communication and information technologies in its development.

Distance learning - is a method of distance learning based on information and communication technologies - e-mail, Internet, video conferencing, audio, video and multimedia textbooks.

The main part

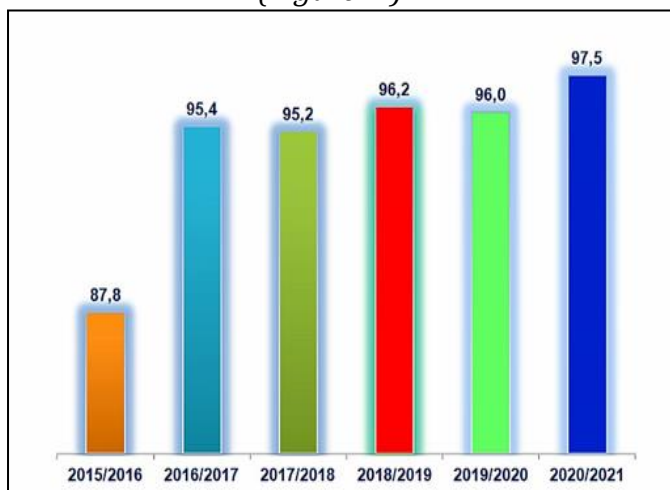
The history of distance learning dates back to 1728, when the Boston newspaper reported that stenographer *Caleb Phillip* had introduced a once-a-week training course based on mailing

assignments. The announcement will be published. [1]. In England, *in 1840, Isaac Pitman* introduced the postal system of stenography.[2] *In 1873, Anna Eliot Tiknor* established a correspondence school in the United States called "Society for the promotion of home education". *In 1894, Walsey Hall College in Oxford* was founded as the first distance college in the United Kingdom. The development of radio and television *in the 1920s and 1930s*, in turn, brought distance education to a new level. *By 1938*, distance learning based on radio and television had been introduced *in about 200 colleges*, universities, and schools.[3] An example of the *Russian experience of distance learning* is the Moscow People's University named after general *A.M. Shanyavsky* and the "*Morekhodnaya*" School in Nakhodka. *V. P. Chernov* introduced distance learning here *in 1987. On August 12, 1981*, IBM began production of the *IBM 5150 personal computer*, and *in 1984*, the *NSFNET* network was established at the initiative of the *US National Fund. In 1969*, the *ARPANET* network was modernized. The development of the *World Wide Web (www)*, which resulted from the connection of small

networks, brought the type of distance learning to an unprecedented new stage of development. In particular, *at the beginning of 2020*, the number of Internet users reached *4.5 billion*. This figure represents *50%* of the world's population, giving all of them access to distance learning. For this reason, the concept of distance education as a XXI century education is gaining ground today.

In recent years, the *National University of Technology (NTU) in the United States* and the *Open University in the United Kingdom (UU)* have been working extensively to promote the benefits of distance learning and achieve high results. A number of reforms are needed within the country to take advantage of the distance education system. In the Republic of Uzbekistan, a number of measures have been taken to inform the education system, the effective promotion of ICT in the educational process, the establishment of distance learning. In particular, in order to form the skills of the younger generation to freely use information and communication technologies, *by 2020-2021*, 9923 out of 20181 secondary schools in the country, 97 out of 6 287.9 thousand students studying in secondary schools of the republic, 5% were fully equipped with computer classes (Figure -1) [5].

(Figure -1)



The level of computerization of secondary schools in the Republic of Uzbekistan as of January 2021

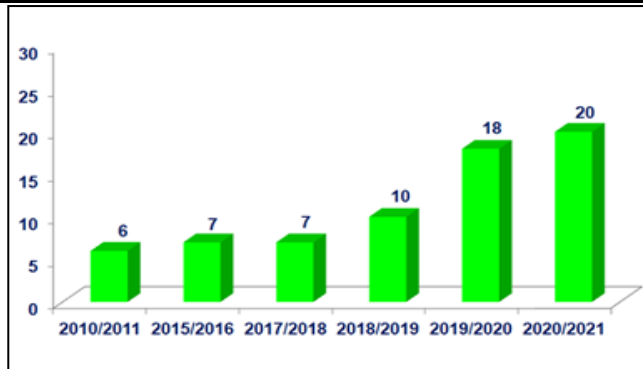
The analysis shows that the educational institutions that have established a distance education system are divided into two groups:

1. Public educational institutions;
2. Non-governmental educational institutions.

At the beginning of 2020, the number of state higher education institutions in the country was *119.441.0 thousand students* study there. *At the beginning of 2020*, the number of non-governmental educational institutions in the country will be *24*, with a total of *20.1 thousand students*. This is *4.6%* of the total number of students, while non-governmental higher education institutions make up *20.2%* of higher education institutions in the country. [5] In our country, state and non-state higher education institutions now offer distance learning based on distance learning. (Figure 2).

Tashkent University of Information Technologies was established *in 2002*, and since this year the university has been training specialists in the field of computers and communications, radio and information networks, software and e-commerce. At the same time, the *US Department of State's Bureau of Educational and Cultural Affairs (ECA)* and the *International Council for Scientific Research and Exchange (IREX)* have been working in Uzbekistan since *2000*. As a result of these efforts, free Internet access centers have been established in *16 cities* of the country, as well as Internet centers in more than *60 schools in 6 regions*. At the same time, the development of the Uzbek - language Internet and the emergence of specialized sites in the field of education allow users to access information and educational information in the state language. The Distance Learning Portal (<http://dl.freenet.uz>) was established as a result of Internet grants of the IATP program and has been operating *since 2002*.

(Figure 2)



Number of foreign educational institutions in the Republic of Uzbekistan as of January 2021.

The "Distance Learning Courses" (for example: <http://nuu.uz> National University of Uzbekistan) are organized by the universities of the Republic on their websites. Many useful and interesting remotely available in the field of education <http://www.bilim.uz>, <http://www.bilimdon.uz>, <http://www.ilm.uz>, websites such as <http://www.student.uz>, <http://www.study.uz> were created. The most exciting thing is that not only universities, institutes, colleges and academic lyceums, but also schools have their own websites on the Internet. This convenience not only allows you to get acquainted with the educational institution and its capabilities at a distance, but also to use commonly loaded educational resources, to make appeals, to receive information.

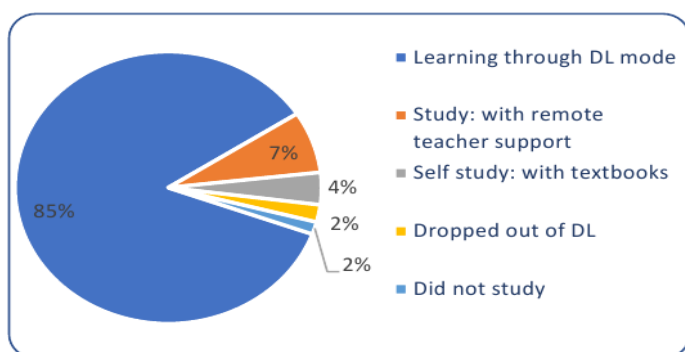
In 2002, for the first time in the country, a video conference was organized between the Office of the President, the Ministry of Foreign Economic Relations, the University of World Economy and Diplomacy and the Tashkent State University of Economics. Among them, the use and participation in online video conferencing has become commonplace. Especially, in the system of higher education, using the opportunities of distance learning for the audience of students of Uzbekistan by professors and teachers of the world's leading higher education institutions on the basis of online lectures and master classes. warming up. In addition to, public educational institutions, distance learning courses are organized in the network of tutoring, and students study at home. The introduction of modern information and communication technologies in the

educational process has led to the creation of a new form of distance learning - in addition to traditional teaching methods. In distance learning, the student and the teacher are in constant communication with each other through spatially separated learning courses, forms of control, electronic communication and other technologies of the Internet. Distance learning based on the use of Internet technology provides access to the global information education network, performing a number of important new functions based on the principles of integration and interaction. Distance learning provides an opportunity for all those who want to learn to continuously improve their skills. In such a teaching process, the student learns and monitors independent teaching materials in an interactive mode, conducts supervision under the indirect guidance of the teacher, and interacts with other "virtual learning group" students in the group. For obvious reasons, distance learning is not available for those who do not have the opportunity to study in full-time departments of educational institutions, for example, who do not require health care, who want to change their profession, or who want to improve their skills in adulthood. Teaching is a very convenient form of education. Interactive audio and video conferencing is designed to communicate with each other over a period of time, to send and receive e-mail feedback, that is, to send and receive messages. Distance education requires the learner to practice more independently, providing the learner with learning conditions and communication with the teacher in accordance with certain standards and educational rules system. The learning process does not depend on when and where the learner is. (№9, 5-8p)

Advances in technology and globalization have led to the rapid development and spread of distance education. Considering the distance learning courses and directions as a form of distance learning, it can be said that a lot of work has been done in Uzbekistan in this regard. However, in 2019, the world picture changed completely and distance education had the opportunity to reveal its conveniences, opportunities and aspects. The decision by the

governments of 191 countries to temporarily close educational institutions in the wake of the pandemic has had an equal impact on 1.6 billion students worldwide, or 91% of the world's student population. World Bank data show that 0.6 percent of primary school-age children and 25 percent of primary school-age children have the lowest level of education, and 7 million children are on the verge of dropping out of school. [11] As of January 1, 2021, 664,771 teachers (477,775 of them are women and 186,996 are men) are working in the Republic of Uzbekistan in the conditions of a pandemic. educational institutions, 508,250 general education institutions, 3,693 academic lyceums, 3,685 vocational schools, 3,193 technical schools, and 32,070 teachers of education institutions [4] direct distance education. The experience of the opportunities and conveniences of distance learning has been an important experimental period for the analysis of its shortcomings. A UNICEF study conducted in 2019 found that television was the main media channel in Uzbekistan, accounting for 98.1% of students aged 14 to 30. Given this opportunity, in Uzbekistan, in the context of the pandemic, television remote online lessons were held for students of preschool and secondary schools. During the period from March 31 to May 25, 2020, a total of 4,492 video lessons of 15-20 minutes for grades 1-11 were filmed and broadcast. 2.6 million subscribers per day through 84,000 subscribers through the online school telegram platform observations were made and 5 million out of 6.2 million students were covered through distance learning. [11]

(Figure - 3)



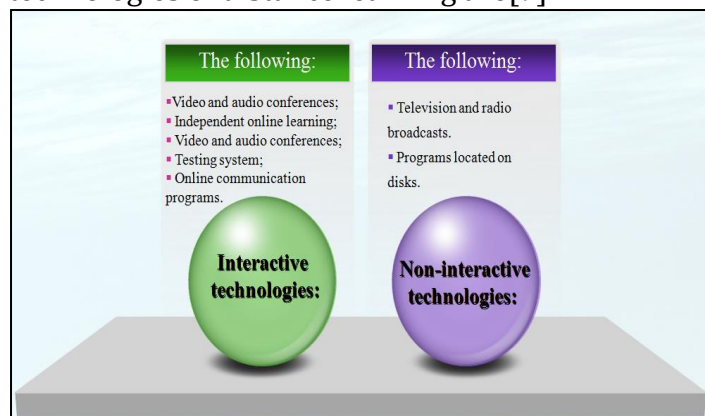
Indicators of student participation in distance learning in a pandemic in the Republic of Uzbekistan (UNICEF)

Since 2010, video conferences have been held between the Tashkent University of Information Technologies and its branches. The training is conducted by leading experts in the field. Masters of the Fergana branch of the university are currently working online to enrich their knowledge of My SQL Java Script remotely. LMS systems are one of the modern technologies that can form a modern information technology and distance education system. Tasks such as the development of individualized teaching methods based on new technologies (for example, in the Moodle system), the formation and improvement of student knowledge, as well as the determination of the level of knowledge acquired are solved. The use of distance learning technologies in the educational process has a strong impact on the positive changes in the content, forms and methods of education. Order of the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan dated December 30, 2016 No 526 "On the organization of the introduction of educational and methodological complexes in the system of electronic education in higher education institutions" The decision to place educational and methodological complexes in the Moodle e-learning system and use them in the education system (process) on the implementation of paragraph 4 of the law has further enhanced the capabilities and quality of the distance education system. In distance education, the student and the teacher communicate in a spatially separated way via the Internet, the student works more on himself and is in constant communication with the teacher through other opportunities of the Internet. Most importantly, distance learning does not depend on place or time, and the number of students is not limited. During distance learning, the student learns independent textbooks and answers control questions. This type of education is very convenient for part-time, special part-time, advanced training courses, as well as for families, adults and working students.

For distance learning, not only the text of the lecture, but also the relevant video lessons, cluster methods should be posted on a special website and given to students.

This model of distance learning was first developed at the University of New England, Australia (<http://www.unen.edu.au>) and is now used in all the world's leading universities. It was first used in Uzbekistan at the Andijan Institute of Mechanical Engineering (<http://www.andmiedu.uz>). At present, the Chirchik State Pedagogical Institute in Tashkent region (<http://www.cspi.uz>) has a full transition to this system. [№9, 35-36 p]

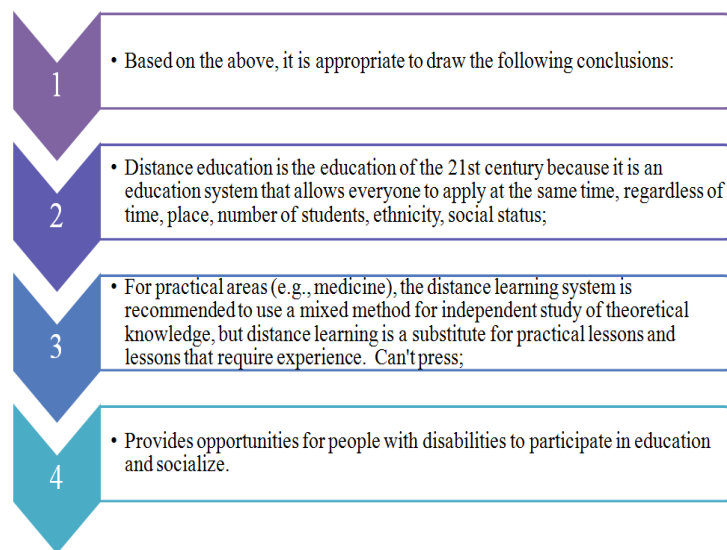
The distance learning system in the moodle system has been widely used in the education system in the West in recent years. In this case, the student has the opportunity to study independently anywhere in the world, and the number of students is not limited, no matter the time, most importantly, the system has online classes, the teacher has the opportunity to conduct online Q&A. The teaching system is based on the principle of Open Universities (United Kingdom Open University) (<http://www.open.ac.uk>). The MOODLE system is currently used in major universities around the world. The MOODLE system has about 2 million registered users, 46,000 learning portals in 70 languages and 300 software developers in 200 countries. The main technologies of distance learning are [9]:



Conclusion

Distance education revenue in 2015 was \$ 107 billion, and by 2025, that revenue will reach \$ 215 billion. The US dollar is projected to be. In 2005, the number of e-learning students in the world exceeded the number of students in

traditional education, and by 2025 this figure is expected to reach 650 million. North America and New Zealand are among the world's leading countries in the field of e-learning and distance learning today, and Asia and Western Europe are among the fastest growing countries in the field of distance learning. By 2025, the number of distance learning students is projected to be 2.5 times the number of traditional education students. To date, more than 200,000 people have been educated in more than 400 distance learning centers. (№10, 205-206 p)



References:

- Холмберг, Бёрье (2005). Эволюция, принципы и практика дистанционного образования. Studien und Berichte der Arbeitsstelle Fernstudienforschung der Carl von Ossietzky Universität Oldenburg [ASF] (нанемецком языке). 11. Bibliotheks- und Informationssystem der Universität Oldenburg. п. 13. ISBN 3-8142-0933-8. Проверено 23 января 2011 года.
- Алан Тейт. «Размышления о поддержке студентов в открытом и дистанционном обучении». Международный обзор исследований в области открытого и дистанционного обучения. 2003 год апрель.
- Тайсон, Леверинг (1936). «Десять лет образовательного вещания». *Школа и общество*.

4. <https://stat.uz/uz/matbuot-markazi/qo-mita-yangiliklar/12375-o-zbekistonda-faoliyat-yuritayotgan-pedagoglar-soni-qancha>
5. <https://stat.uz/uz/matbuot-markazi/qo-mita-yangiliklar/10378-umumta-lim-muassasalarining-kompyuter-sinflari-bilan-ta-minlanganlik-darajasi-to-g-risida-bilasizmi>
6. <https://stat.uz/uz/matbuot-markazi/qo-mita-yangiliklar/6591-6771111-2>
7. <https://stat.uz/uz/matbuot-markazi/qo-mita-yangiliklar/8165-maktablarda-ta-lim-olayotgan-o-quvchilarning-51-4-ini-o-g-il-bolalar-tashkil-etmoqda>
8. <https://stat.uz/uz/matbuot-markazi/qo-mita-yangiliklar/10293-o-zbekiston-respublikasida-xorijiy-oliy-ta-lim-muassasalari-soni-ko-paymoqda>
9. N.Do'seinov.,B.AkmedovTVChDPI//Kurs ishi//
file:///C:/Users/user/Downloads/GAIBOV_ZARIFJON.pdf
10. “Анализ мирового рынка дистанционного образования” – Батаев Алексей Влидимирович, к.т.н., доц., Санкт-Петербургский политехнический университет Петра Великого//YoungScienttistinternationa ljournal//№20(100)октябрь 2015 год
11. “Непревынность образования во время пандемии COVID-19: впечатления от внедрения дистанционного обучения всистеме общего образрвания в Узбекистане” Детский фонд ООН (UNICEF) Узбекистна сентярь 2020 год.