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# National and foreign experience in the organization of distance education in higher education institutions of Uzbekistan

**T. Kh. Mamataliev**

Tashkent State Law University  
Independent researcher

**E-mail:** [tolqinmamataliyev@gmail.com](mailto:tolqinmamataliyev@gmail.com)

## ABSTRACT

This article discusses the formation of the organizational and legal foundations of distance education, the factors hindering the formation of the legal foundations of distance education in Uzbekistan, the existing legal gaps and conflicts in national legislation, the development of organizational and institutional mechanisms for distance education.

The study, analysis, generalization and implementation of the experience of foreign countries in the formation of the regulatory framework for distance education is one of the most pressing issues.

### Keywords:

Distance education, regulatory legal document, pandemic, time standards, Sakarya, Ahmet Yesevi, Latchem.

Based on the review and analysis of legal documents, it was determined that in the 2022/2023 academic year, the number of parameters for admission to undergraduate studies at higher educational institutions of the Republic of Uzbekistan in the form of distance learning based on the state order is 3410, of which 2410 students are in the Uzbek language, 1000 in Russian language education set[1].

In accordance with the order of the President of the Republic of Uzbekistan dated June 15, 2022 "On the parameters of the state order for admission to state higher educational institutions for the 2022/2023 academic year" No. F-60, for 2022/2023 academic year, 12 higher educational institutions and 3 higher in the branches of educational institutions, admission to 38 areas of training of bachelors in the form of distance learning is carried out on the basis of a state order.

In the field of higher education, in connection with the pandemic that began in our country in 2020, distance education has entered our traditional education system. The fact that this education is effective is reflected in practice.

In particular, in the new edition of the Law on Education, adopted on September 23, 2020, a separate article is highlighted in which: In accordance with the curricula and distance learning programs, the necessary knowledge, qualifications and skills of students can be obtained. received remotely using information and communication technologies and the global information network Internet (Article 16 of the Law on Education in a new edition) The procedure for organizing distance learning is determined by the Cabinet of Ministers of the Republic of Uzbekistan [2].

Nevertheless, the opening of distance education in the 2022/2023 academic year requires further improvement of our activities in the creation of educational and regulatory documents. In particular, it was found that during the examination of educational and regulatory documents prepared for the 2022/2023 academic year, there are the following problems:

Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan dated October 19, 2021 "State

educational standard of higher education. The main provisions of Order No. 35-2021 "On Approval of the State Standard of the Republic of Uzbekistan" establish training standards for full-time, part-time, special part-time and evening forms of education. However, the regulatory requirements for the form of distance learning are not reflected in this document.

2022 Cabinet of Ministers of the Republic of Uzbekistan Decree No. 559 of October 3 "On measures to introduce distance learning in higher education institutions" strengthened the organizational and legal foundations of distance learning [3].

In connection with the introduction of quarantine during the pandemic, traditional education had to be transferred to distance learning. The Moodle system, the only convenient platform for distance learning, has begun to be used by the scientific community of Uzbekistan. The Moodle platform was used to exchange assignments between the teacher and students and receive practice tests and final checks. Live communication and exchange of theoretical knowledge between the teacher and students was carried out through the Zoom platform.

Along with such achievements, several shortcomings were highlighted:

**Firstly**, universities lack educational content for distance learning.

**Secondly**, the technical problems that arise in the process of distance learning;

**Thirdly**, there is no way to control the level of students' preparation;

**Fourth**, the Moodle platform was designed to be very simple in design, which in turn reduced students' enthusiasm for learning.

**Fifthly**, it is impossible to conduct classes on the Moodle platform in problem-lecture, interactive forms. The "Forum" section, added later, alleviated these problems, but did not completely solve them;

**Sixth**, the impossibility of organizing small groups within a subject on the Moodle platform has led to a decrease in interaction between students.

As we all know, the official acceptance of distance learning courses in Uzbekistan began

this year, and this change was made primarily for students. Distance learning is the ideal solution for students to study without leaving their practice. At the same time, distance education in Uzbekistan is somewhat different from distance education abroad. Firstly, few people know about this form of education in Uzbekistan, and the population's confidence in this form of education is the same. In addition, Uzbekistan is lagging behind in terms of technical development, high-speed Internet has not yet reached many of our regions. This, of course, prevents our population from accessing distance education.

Based on the above conclusions, the experience of developed foreign countries on the state and prospects of distance learning in higher educational institutions was studied.

In particular, distance education is effectively implemented in higher education institutions of the Federal Republic of Germany, and distance education in German higher education institutions has paid great attention to improving the skills of employees. Forum DistancE-Learning, an association for the management and control of distance learning in the field of higher education in Germany, has been formed in 2016, with about 80 private institutions as members, providing distance education to more than 400,000 students. In 2015, 1.5 percent of the total 2.8 million students enrolled in all German universities and universities of applied sciences enrolled in distance learning programs [4].

At the universities of Koblenz and Landau, the number of students will not exceed 15 per session. In order to prevent concentration and general fatigue, the video conference will not exceed two hours. In addition, students and teachers meet and exchange ideas once during the academic year for a week.

In German higher education institutions, distance education is primarily focused on training specialists such as engineering, natural sciences, design, computer science and psychology, and thousands of students study in these specialties every year[5].

The importance of distance learning in UK higher education institutions seems to be

that true distance learning was first started in Great Britain at the University of London. The University of Belfast in Great Britain has opened distance master's courses in pharmacy and Cardiff University in the field of medicine, and the number of students should not exceed 20. In the UK, the Open University (OU) Youtube network provides a wide range of free video broadcasts and Open-Learn Offers free, no-certificate online education that has taken over 23 million people[6].

With over 34,000 students currently enrolled at Southern New Hampshire University in the United States, the education process is tailored to domestic, international and distinguished military learners. Distance education in the USA is carried out in cooperation with consortia and non-profit organizations[7].

It increased from 10% in the 1990s to 18% in 2013. A unique aspect of distance education in Australia is that 9% of students study in multimodal education, which includes blended learning. For distance learners in Australian higher education Launched Open2Study in 2013 to compete with platforms such as Coursera and EdX[8].

The use of the radio for teaching in Australia was hampered by low population densities in many areas of the country. The first official radio lessons were transmitted on 8 June 1951, from the Royal Flying Doctor Service in Alice Springs to provincial children. Children using this system had the opportunity to ask the teacher questions and also to interact with other children[9]. This service was called the School of The Air (SOTA), and on 9 May 2001, it celebrated its 50th anniversary[10]. In 2005, there were more than sixteen Schools of the Air and Remote Learning located around Australia, a network covering more than 1.5 million square kilometers [11]. At the Australian Open University, students can freely enter Curtin, Griffith, Macquarie, Monash, RMIT University, Swinburne and the University of South Australia without any academic barriers.

In Brazil, Article 80 of the 1996 Policy and Framework Law gave distance education a new status, according to which degrees obtained through distance methods have the

same value as education obtained through traditional approaches.

In Brazil, in 2016, 331 higher education institutions were authorized for distance education at the undergraduate level, of which 74 (22.4%) were public and 257 (77.6%) were private educational institutions. Currently, more than 1 million students are studying[12].

A partnership of 11 universities and Sanada Virtual University (CVU) has been launched to promote distance learning and online learning in Canadian higher education. In Canada, the Association for Media and Technology in Education and the Distance Education Association have merged to form the Network for Innovation in Education. This organization was entrusted with the administration and supervision of distance education in Canada. Launched Brightspace platform for distance learning in Canadian higher education. In addition, the largest and most prestigious universities cooperate with the American platforms Coursera and EdX, while less prestigious universities implement distance learning through Canvas or their own LMS systems.

In China in 1999, the adoption of the document "Initiation of pilot programs for modern distance education" became the basis for the beginning of distance education. Zhejiang University has developed Quality Standards and established a Quality Assurance Committee and a Quality Control and Evaluation Center to improve the quality of distance education[14].

Indira Gandhi National Open University in India in 1985, the parliamentary act authorized the development, coordination, accreditation and control of distance education systems and programs in the country. National repository of digital data (E-Gyankosh) was named after Indira Gandhi National Open University in 2006 and included in open access in 2008.

Distance education In 2005, a special educational satellite (EduSat) was launched for the purpose of "public and cooperative" expansion. [15]

The Council of Distance Education in Turkish Higher Education is formed as follows:

Distance Education Center of Ankara University, Distance Education Research Center is formed as distance education analysis center of Sakarya University, Ahmet Yesevi, Latchem Universities.

For the first time in 2014, the Law "On Distance Education Rules and Principles in Higher Education Organizations" was adopted in Turkey. It examines the problems and shortcomings in distance education and monitors the quality of distance education[16].

Based on the analysis of the above experience of foreign countries, the following was proposed:

**First**, to create educational content for distance learning in universities, as noted in the Canadian analysis, you must first collaborate with the Coursera and EdX platforms, take a model from the educational content found there, create your own content and develop the content in accordance with the spirit of the present time. We also need to analyze what knowledge, skills and qualified personnel are needed by government organizations and commercial organizations, and based on the results of this analysis, develop distance learning training programs. In particular, it would be successful if carried out in cooperation with consortiums and non-profit organizations, as in the USA.

**Secondly**, many experts in the world now consider video conferencing to be the most effective way to organize distance learning. At the same time, it is said that if videoconferencing hours in distance learning exceed 2 hours a day, students will be bored and unable to concentrate. With this in mind, we suggest that the duration of remote video conferences should not exceed 2 hours.

**Thirdly**, the platform used for distance learning should be interesting and allow students to create science groups and quizzes.

**Fourthly**, the quality of distance education is more dependent on teachers, so it is necessary to develop distance learning skills among teachers. It is necessary to develop measures to improve their skills.

In 2022, the independent development of curricula for the forms of education in higher educational institutions that have received

academic and financial independence has been established.

However, the newly opened form of distance learning and the lack of experience in higher education institutions have a negative impact on the organization of activities.

In this regard, taking into account the newly introduced form of distance learning in order to support reforms in the higher education system and higher education institutions for the effective organization of the educational process and improving the quality of education, it is proposed:

**Firstly**, the establishment of standards for the form of distance learning and the formation of curricula by higher educational institutions;

**Secondly**, to develop a procedure for organizing the educational process in the form of distance learning;

**Thirdly**, to create time norms for professors and teachers working in the form of distance learning.

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