Development Trends of Distance Education System in Uzbekistan

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ABSTRACT

In this article, the stage of development of the distance education system and its models and possibilities.

The introduction of modern information and communication technologies into the educational process has led to the creation of a new form of education - distance education, in addition to traditional teaching methods. Modern technologies create the basis for the new organization of distance higher pedagogical education. In such education, it will be necessary to create new training courses with the help of pedagogues, computer programmers and specialists. The modern education system requires the teacher to be ready for the distance education system, that is, to master advanced teaching technologies.

Automating higher education institution management, introducing information and communication technologies into the educational process is one of the main directions of the "2017 - 2021 program for the comprehensive development of the higher education system". The complete informatization of the activities of the higher education institution was complicated due to the new reforms in the higher education system, which did not require the introduction of appropriate changes to some regulatory legal documents. In this direction, when the experience of countries such as South Korea,

Great Britain, Denmark, and Russia is studied, the main goal of informatization is primarily aimed at improving the quality of education, and in the next place, through automation of processes, employees and professors of higher education institutions aimed at saving the time spent on repetitive tasks in the work of teachers. In improving the quality of education, the main focus is on creating educational content and organizing their open use. Distance education uses different educational models, but they all have one thing in common, which is that all students and teachers are separated by distance. As with all forms of education, there are different models of distance learning.

The main components of this educational process are:

- description of the content of science;

- direct and indirect communication with teachers;

- execution of practical assignments;

- will consist of monitoring and evaluating student knowledge.

Each model uses similar content and technologies that implement it. Different

models of distance education differ not only in the technologies used, but also in the level of management and responsibilities of teachers and students. In some models, the teachers and the educational institution completely retain the function of managing the educational process, just as it is taught in the classrooms of the traditional education system. In other types, learning management is transferred to learners. The historical analytical research of scientific sources showed that many authors paid attention to the creation of models of distance education, including the team led by E. S. Polat, who presented the following 6 models in their monographs.

Currently, these six models of distance learning are being used in educational institutions of developed countries around the world:

Teaching by the type of externship. Teaching in this form has the following advantages:

- firstly, it enables efficient use of time for talented students;

- secondly, specialists who feel the need to improve their skills and are working in this direction directly in practice will be given the opportunity to improve their skills for a short period of time.

As an example of a higher education institution providing education in the form of an externship in the distance method, it is possible to highlight the University of London.

University model of distance education. On the basis of only one university, the subjects of the curriculum of this university are taught through the technical means of distance education organized on the basis of information and communication technologies. In this case, e-books prepared by the relevant departments for each subject and continuously enriched are delivered to students through various types of information carriers, and students' learning is monitored by these departments. The priority of this form is that electronic books created on the basis of advanced technologies are widely used for full-time and other forms of education at this university.

As an example, it is possible to cite England's Oxford and Cambridge universities, Netherlands' Sheffield University, Australia's University of South Wales, Canada's University of Waterloo, New Zealand's Massey University, Pennsylvania University.

Distance education model based on cooperation of several higher education institutions. E-books and manuals created in cooperation with several educational institutions are, on the one hand, scientifically perfect and of better quality, and on the other hand, they cost a little less economically. Distance education in this form was developed by the English-speaking countries of the European continent under the program "Cooperation in education" (Commonwealth of education - 1997) in cooperation with Great Britain. As a result, citizens of English-speaking countries in Europe have the opportunity to study at universities and colleges of these countries through a specially organized distance education telecommunication system.

Distance education models organized in cooperation with specialized educational institutions. Such specially organized systems are intended for correspondence and distance learners and operate as a result of extensive use of new educational technologies. In this form, in addition to the telecommunication system, multimedia courses are widely used, and as a result, in addition to teaching students, the opportunities for evaluating and certifying their knowledge are expanded. The advantages of this form from the economic point of view are as follows: electronic textbooks prepared on the basis of a single program are used in several cooperating educational institutions; allows students studying in various forms of education on the basis of a single program to use electronic books prepared in the relevant subjects; generalization of student knowledge assessment and attestation in the program saves training hours and excess costs; the costs of creating distance learning programs and e-books are shared among several educational institutions operating in cooperation; this aspect, of course, serves to reduce the value of distance learning contracts. Educational institutions that are widely used in the form of

distance education, organized in cooperation with such specialized educational institutions, include the National University of Technology in the state of Colorado, the Open University in London, the Open University of the United Kingdom, the National University of Distance Education in Spain, and the Indira Gandhi Open University of India. can be cited as an example.

Autonomous learning model. Training programs of this form are organized on the principle of independent education and are based on television and radio broadcasting. Radio and telelections broadcast via satellite are the main means of teaching students. In this case, facilities are created for specialists to improve their skills and acquire additional specialties without being separated from production. An example of such a system is the American television project. The main disadvantages of this model are the high cost of the information transmitted by satellite and the need for students to be at the center in their place of residence at a certain time. In other words, this method of imparting knowledge depends on a specific time and specific place.

An informal, integrated learning model based on multimedia programs. This type of distance education system mainly consists of programs such as self-improvement, additional specialization, and language learning, where there is no need to contact teachers or educational institutions, and learning through computer and radio systems is considered a tool and is rarely used in the higher education system. All models below assume that potential consumers of educational services, mass media, radio and television, or another educational institution have been selected, passed entrance tests, and all their necessary documents have been completed. These are: external training, training on the basis of one university, models of autonomous educational institutions established for the purpose of special distance training, models of distance training recognized by UNESCO:

Below are three models of distance learning. Of course, they do not represent all approaches to distance learning. But they represent two extreme cases and a middle case,

representing a shift in educational management from teacher to student.

Distributed audience model. This model is aimed at the distribution of a course designed for a class, a group of students living in different locations using interactive telecommunication technologies. As a result, a blended class is created, combining traditional learners and distance learners.

Features of this model:

- classes require synchronous communication, that is, students and teachers must be at a certain time, in a certain place, for example, at least twice a week;

- the number of participants varies from one to five and more, the more the number of participants, the more technical, logical and educational complexity increases;

- it is possible to organize study places for learners not at the educational institution, but at home or at the workplace;

- educational institutions are adapted to serve students living in nearby areas.

Independent learning model. In this model, students are not responsible for being in a certain place at a certain time. Students will be provided with a set of materials representing the detailed program and content of the course, and will have the opportunity to contact the teacher, who will answer the guiding questions and evaluate the work. Communication between the student and the teacher is carried out by telephone, computer conferences, e-mail and regular mail. Features of this model:

- classes are not held in the auditorium, students learn the subjects independently based on the detailed instructions in the program;

- students communicate with the teacher only at certain specified times, and with other students at their desired and specified times;

- all course materials are provided in the form of printed publications, computer disks or video recordings, and students will be able to use them at any time and in any place;

- course materials are used for several years. These materials will be created with the participation of course organizers, experts and specialists and will be used by all teachers in a common form.

Classroom model of open education. This model focuses on the use of the printed text of the course and other media such as video recordings or computer disks. This gives the student the opportunity to learn the course using interactive telecommunication technologies that help to organize student communication within a remote group. Features of this model:

- all course materials are provided in the form of printed publications, computer discs or video recordings, and students will be able to use them individually or in a group at their discretion;

- course materials are used in more than one semester and are different for each teacher, for example, his video lecture;

- students and the teacher gather from time to time for training. In this, interactive technologies are used in accordance with the distributed class model;

- classes are organized for students to clarify their basic concepts, develop problem-solving skills, work in a group and perform other tasks.

From this system based on international standards, a video conference communication system based on optical communication networks of all higher education institutions in our country was launched.

As a result, young people studying in this area had the opportunity to learn from the leading professors and teachers, experts working in the capital and in other countries of the world. Also, the current system allows for rapid transfer of new knowledge and experiences, connection and exchange of experience with other universities, increasing the economic efficiency of education, wide use of audio video, animation, graphics in the educational process, comparison of theory with practice, and organization of short courses on specialties. allows.

Through the distance education system, it is possible to improve the quality of personnel training, create opportunities for distance training for students, and bring different interactive forms of education closer to each other.

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