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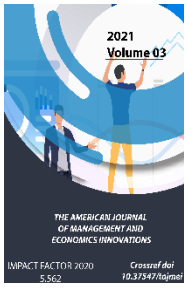

Problems And Solutions In The Field Of Pedagogy

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ABSTRACT

This article provides an overview of the shortcomings in online education in today's pandemic conditions and the possible solutions to them. Indeed today, the quality of online education is at a very above level and not everyone is aware of it. If this article is little, foreign experiments have come to eliminate these shortcomings.

KEYWORDS

Innovation, ecology, pedtechnology, environmental education.

INTRODUCTION

It has been more than six months since the introduction of quarantine due to coronavirus in our country, and the suspension of all educational institutions. Currently, students are taking classes remotely via television and the Internet.

In fact, the classes planned for higher education universities are organized in the form of distance video lessons. In this process, the State Inspectorate for Quality Control in Education participates not as a supervisory body, but as a partner organization. Necessary recommendations are given with the

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involvement of qualified specialists to improve the quality of the prepared video lessons.

For nearly two years, about fifty video lessons were filmed by the inspectorate in preparation for the international PISA survey. Currently, these video lessons are also being broadcast.

When we discussed the issue of distance learning, our foreign partners noted that in many countries, the educational process is organized for students of higher education institutions through the Internet, but due to lack of Internet and technical capabilities, many problems arise. is growing.

They also noted that Uzbekistan's approach in this regard, ie the equal distribution of online lessons on television and the Internet, was the best choice.

Since this is the first time in our country, it is natural that in video lessons, in general, there are problems in the organization of distance learning. Currently, the State Inspectorate for Quality Control in Education is improving the system, receiving suggestions and recommendations from international experts on the organization of distance learning, improving its quality and efficiency.

It is important to ensure the quality of education, even if it is remote. In some developed countries, online surveys are now being conducted to monitor the quality of distance learning. The State Inspectorate for Quality Control in Education, in cooperation with the Ministry of Public Education and the Ministry of Higher and Secondary Special Education, monitors the organization of distance learning.

A special inspection bot has been launched in the process to strengthen broad public oversight and make it easier for parents. Through it, parents provide information and suggestions on the quality of distance learning in schools and higher education institutions, its organization, as well as problems and challenges in the regions. At the same time, with partner ministries and local governments, the factors that negatively affect the quality of distance education are being eliminated. It is difficult to control that students are taught through video lessons in every room. In this regard, the regular training on TV channels places a responsibility not only on teachers and coaches, but also on parents.

At the meeting held by the President of the Republic of Uzbekistan Shavkat Mirziyoyev on 25 August, it was noted that, depending on the situation, it is necessary to review the workload and programs, to pay more attention to the development of practical skills in higher education.

This is not in vain. Currently, the system of higher education has created online learning resources in 6,102 subjects on the subject programs of the current semester, which are placed on the distance learning platforms of each higher education institution. However, there are a number of problems in the system related to the organization of distance learning, which need to be addressed gradually. For example, there are no uniform requirements and criteria for online learning and monitoring of users, mechanisms for assessing the quality of education, not all students have smartphones, computers or laptops, Internet performance and speed in the regions, as well as electricity there are problems per minute, such as the fact that some professors do not have the ability to use a distance learning platform via computer or mobile phone. In addition, the development of distance learning is hampered by the fact that the electronic database of textbooks in the fund of the information resource center of many higher education institutions is not fully formed or formed, but students have limited access to it.

In this regard, first of all, starting from the 2021/2022 academic year, the Ministry of Higher and Secondary Special Education and the Ministry of Information Technologies and Communications will take measures to expand

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the use of distance learning technologies in the educational process of public higher education institutions. At the same time, it is important to introduce an electronic system of education management and registration of student learning, as well as the organization of special courses to improve the skills of teachers to use the distance learning platform through information and communication tools.

Today, it is very important to develop teaching methods and raise the level of teachers by giving up unjustified methods, such as boring lectures and writing abstracts by professors and teachers of higher education institutions. In this regard, of course, there is a need to improve the skills of teachers at a distance.

The above mentioned 'alternative models' of open courses are ones that promote learning through social interaction and collaboration. Students on these courses can work with other students, with alumni (past students) and with open participants (anyone who is invited to join in) to learn together and to produce collaborative content such as joint writing, presentations or productions. The course can also reach out to professionals who can engage the students in authentic problem-solving and real-life interactions. Students may find it challenging to learn in this way, and their institution will have to ensure that they understand the benefits of these approaches and are supported to develop the technical and communication skills needed to get the most out of collaborative, social learning. The Higher Education Academy is another important reference point for HE-relevant research and practice, including 'flexible' teaching and learning in the UK. Keenan (2014) offers an overview of student led peer learning, with some reference to online learning, and whilst there are various challenges for new adopters of peer learning, Keenan notes that "peer-learning schemes now exist on all continents and hold relevance for students of all cultures" (p.5). Bayne and Ross (2013) have investigated the pedagogy of UK MOOCs and one of their key conclusions is that "MOOC teaching is high visibility, high risk and dependent on significant intellectual, emotional and time commitment from academics and the professionals who work alongside them" (p.8). Researchers agree that online teaching and learning deliver many benefits but require addressing barriers to adoption, development of new skills and pedagogical approaches, and strong commitments from those involved.

MATERIALS AND METHODS

Online and distance learning courses are usually presented via virtual learning environments (VLEs) that require the learner to be online to access the server-based learning resources and communication via a web browser. Similarly, MOOCs require access to an online learning platform. Generally, this access is via a desktop or laptop computer, although the use of browsers on mobile devices such as tablet computers and smartphones are increasing. To ensure equality of access, assistive technologies can enable learners with disabilities or special needs to access online learning. Note that technology alone is unlikely to resolve all of the relevant issues, so provision needs to be considered in the context of wider institutional processes and support services. A variety of innovations can be incorporated into browser-based systems, such as presentation and multimedia techniques, simulations, gaming, and social networking tools – although these may also be accessed via apps. Increasingly, learning analytics (collection, analysis and reporting of data about learners and their contexts) gathered from VLEs are used to inform institutional strategies, improve the learning experience and alert tutors to issues arising within their cohort (see also Ferrell, Smith and Knight, 2018a). Personalized learning environments use data to give feedback to individual learners and suggest next steps based upon their progress, strengths and weaknesses. Interactive textbooks use web based interactivity to provide a richer

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experience, with audio, video, activities and quizzes. These tend to be offered on a subscription basis as a replacement for print textbooks and are created by publishing companies moving beyond their traditional print offer. Looking beyond browser-based technologies there is increasing use of mobile apps, virtual reality, sensors and eBooks, although these innovations tend to occur within specific subject areas, organizations or curriculum offers. The online learning ecosystem is diverse, complex and constantly evolving, although for many learners, browser-based systems will be their main experience. From a pedagogical perspective, innovation in online learning can be supported by an in-depth understanding of pedagogical practices, some of which may have been around a long time but require re-thinking for a digital learning environment. To assist with this process, the annual Innovating Pedagogy series offers explanations of new forms of teaching, learning and assessment for an interactive world (Open University, 2017), with each report covering a different set of pedagogies, e.g. learning from the crowd, open textbooks, intergroup empathy, student led-analytics, etc.

CONCLUSION

The research suggests that across the MENA region online learning is steadily increasing. While the educational culture across MENA has been towards face-to-face learning, the rise in blended learning suggests that online learning is becoming more acceptable. This move, combined with the growth in technological availability, is likely to see a continued shift of balance towards online learning. Yet, despite very broad-based generalizations around cultural predispositions to teaching and learning the research reinforces the basic point that context matters. The three countries may share some characteristics around relatively centralized political systems and preferences for trans missive forms of education, but equally they are at very different places as regards adopting online learning across educational levels. Interventions designed to meet these needs must be attentive to the complexities of local circumstances and needs. The growing awareness and use of online learning is set alongside youthful populations who are increasingly tech-savvy and for whom digital interaction is commonplace. So, while demand from students, or potential students, for digitally-mediated learning may exist, it is teacher readiness that remains a major barrier to wider and further adoption. Models of pedagogy are often trans missive and organizational cultures do not encourage innovation, which militates against new forms of teaching and learning.

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