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Possibilities For Using E-Sources Of Educational Methodology In Online Education During Quarantine

Khilola Batirovna Nikadambaeva
Candidate Of Pedagogical Sciences, Associate Professor, Head Of The Department Of "Research, Innovation And Training Of Scientific Stuffs", Uzbekistan University Of Journalism And Mass Communications, Uzbekistan

ABSTRACT

The article focuses on the fact that COVID-19, one of the global problems in the world, is spreading at an unimaginable rate, and the pandemic is entering the political, economic and social spheres with its scale and damage. In particular, the impact of the pandemic on higher and secondary special education was particularly significant, and quarantine provided an opportunity for independent, creative research for students to acquire the necessary knowledge, skills and competencies that were difficult to predict. As the third millennium is a period of intellectual development of mankind, today's youth must be in line with the requirements of the time, independent thinking and the principle of universal education. Indeed, journalism is a universal field, and the owner of this profession should be aware of all areas. From this point of view, the article uses the e-learning tool "Natural Geography of Uzbekistan" in the field of online education during the quarantine period, the peculiarities of the content of teaching, to allow students to form a concept and image as a person who can think freely, independently, scientifically based. Issues such as the need for the XXI century - the digital age were considered.

KEYWORDS

Coronavirus, pandemic, natural geography of Uzbekistan, e-sources of educational methodology (ESEM), information and communication technologies, higher education, online education, distance learning, independent learning, internet, multimedia, journalist.

INTRODUCTION

COVID-19 has changed the learning process around the world today. Millions of students did not go to school, high school, and students did not go to colleges, universities,

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and institutes, but instead continued to study remotely from home through "online classes" organized by the state. This has led to the introduction of new solutions in the field of education - the necessary innovations in the field.

At a time when the coronavirus is spreading rapidly across Asia, Europe, the Middle East and the United States, countries continue to take urgent and drastic measures to reduce the spread of the pandemic. While these changes will undoubtedly cause some inconvenience, the pandemic is certainly leading to new innovations in education. While it is too early to talk about how COVID-19 will affect the education system around the world, its importance for innovation and digitization in the long run has been enormous.

In this regard, the President of the Republic of Uzbekistan declared 2020 the Year of "Development of Science and Digital Economy", Decree No. PF-4947 of February 7, 2017 "On the Strategy for further development of the Republic of Uzbekistan", as well as 2017 One of the urgent tasks of the higher education system is to improve the content of the educational process in accordance with modern requirements and constantly increase the professional competence of young people in educational institutions, based on the content of priorities set out in the resolution No. PP-2909 of April 20 "On measures to further develop the higher education system" is calculated [1, 2017; 8, pp. 43-45].

THE MAIN FINDINGS AND RESULTS

In his Petition to the Oliy Majlis, the head of our state said: "As we aim to turn Uzbekistan into a developed country, we can achieve this only through accelerated reforms, science and innovation. To do this, first of all, we need to nurture a new generation of knowledgeable and qualified personnel who will emerge as enterprising reformers, think strategically. That is why we have started to reform all aspects of education, from kindergarten to university", he said. Indeed, today, in order to raise the level of knowledge and skills of not only young people, but also members of our society, first of all, we need knowledge and high spirituality. Continuing his words, the head of our state said, "The greatest wealth is intelligence and knowledge, the greatest heritage is a good upbringing, the greatest poverty is ignorance!" he quoted the sages of the East, and therefore stressed that for all of us the acquisition of modern knowledge, the possession of true enlightenment and high culture must become a continuous vital necessity [9, 2020].

The research work of geographers of Uzbekistan is aimed, in particular, at solving problems arising in the development of our economy, creating a scientific basis for a qualitatively positive change in the environment and large regional production complexes. In carrying out this task, of course, the student, researcher must have a deep knowledge of the natural conditions of the territory of Uzbekistan. It is a very complex process to convey to students geographical phenomena and their causes, natural and economic, political geographical terms and concepts and to form them in their minds. One of the unique features of geography as a science is that it contains a large amount of information. Certainly, geographical information is also given in various reference books, dictionaries and encyclopedias, but they do not fully express all the knowledge and skills related to geography.

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Therefore, in education, in the learning process, it is necessary not only to provide students with knowledge about geography, but also to develop in them the necessary skills and competencies. From this point of view, one of the most important subjects in the system of natural geographical knowledge in the training of geographers is the natural geography of Uzbekistan. This subject, along with knowledge about the natural components of our Motherland - Uzbekistan, their condition, interdependence, natural conditions, rational use and protection of natural resources, serves to understand the differences in the nature of the republic. The subject "Natural Geography of Uzbekistan", which has scientific, theoretical, practical and educational significance in its content and essence, plays an important role in the training of geographers, young professionals at the Faculty of Geography of universities and pedagogical institutes.

RESULTS AND DISCUSSIONS

The process of obtaining the degree of candidate of pedagogical sciences during my research, e-sources of educational methodology (hereinafter ESEM) for distance learning on the subject "Natural Geography of Uzbekistan" was created for higher education institutions and developed a methodology for use in the educational process [4, 2011].
ESEM on the subject of "Natural Geography of Uzbekistan", developed on the basis of computer technology, designed to work on the Internet, not only students of geography, but also people of all ages, students, masters, professors, specialists in various fields, including the Uzbekistan University of Journalism and Mass Communications; students, masters and doctoral students can also use it effectively.

Because journalism is a universal field, this profession should be aware of all areas. It also comes in handy in preventing any flaws that may occur in his professional career. In the series of new trends emerging in the information space, journalists specializing in a particular topic and direction are emerging. A journalist who is well acquainted with the geographical location of the regions, the world of flora and fauna, the whims of nature and the peculiarities of each country can easily write on this topic. Otherwise, the use of terms leads to various errors in analyzing the topic and conveying it to the audience.

In Uzbekistan, as in any other country, the legal framework for the activities of the media has been created. In particular, the Law of the Republic of Uzbekistan "On Protection of Journalism" defines a journalist as a person who collects, analyzes, edits, prepares and disseminates news and materials for the media on the basis of employment or other contractual relations [2, 2018]. A journalist enjoys the guarantee of personal inviolability in carrying out his / her journalistic activities. It is not permissible to harass a journalist for publishing critical material.

From this point of view, modern demand creates a new educational environment, using information and innovative pedagogical technologies, allows to study in any educational institution anywhere in the world, learn in the office and at home at the convenience of the Internet, ESEM, and distance learning technologies are evolving. Today, it has become a vital necessity for every person, every student who is preparing to become a specialist of tomorrow, to be able to use information and communication technologies, to have computer literacy.

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Due to the quarantine in COVID-19 conditions, it is expedient not only to use the computer as a technical means of teaching, but also to effectively use ESEM in the educational process, using all its capabilities to determine the level of independent learning and mastery of students.

We can see in the table below that the active application of modern pedagogical and information and communication technologies in the educational process leads to an increase in the effectiveness of education [5, p. 222].

Table 1
Advantages of using ESEM in distance learning

№	Actions taken in the process of distance learning
1.	Activation of students in the classroom, increasing the effectiveness of learning
2.	Teacher supervision is the emergence of a motivational passion for all students
3.	Students have direct contact with the teacher
4.	Formation of teamwork skills in groups
5.	Facilitate the formation of an independent, free-thinking student
6.	Activation of students in the classroom, increasing the effectiveness of learning
7.	To develop students' independent, free critical thinking skills
8.	The development of the potential of each learner is to create conditions for the student to think freely, independently
9.	Provision of all higher education institutions with literature, regular updating of information, large-scale study of new topics and increase of efficiency of mastering
10.	The correct and efficient use of time by the teacher and the student, intended for distance learning
11.	Improving the teacher's thinking skills and problem-solving skills, the ability to quickly assess the situation, the ability to respond quickly
12.	The use of verbal, visual, practical, reproductive, problem-solving, logical, control and self-monitoring, as well as independent work methods of all methods in the organization of educational activities
13.	Creating conditions for the application of the theory in practice during the teaching process with the help of a computer, scientific and practical examination of practical assignments and a creative approach to the task
14.	Computer modeling of natural processes
15.	Implementation of subject-subject relations in teaching, competition
16.	Allowing an average or shy student to demonstrate their knowledge and skills
17.	The student’s attempt to find an answer to a question that interests him or her, his or her research and creative approach
18.	Increased student activity, increased interest and interest in geography, science
19.	Creating opportunities for students to comprehensively and comprehensively review their knowledge levels
20.	Even a student with a disability can easily learn to read independently by someone who does not have the conditions to study

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The analysis of the table shows that when ESEM is applied to the teaching process in geography education, Plautus's comment in Comenius [3, pp. 174-175] that "one eyewitness is better than ten people who tell what they have heard" is put into practice. Because, in Comenius's words, students become more active when they are taught not to hear the observations and testimonies of others about things, but to know and study those things themselves. We can consider the didactic functions of the use of electronic teaching aids in the study of the subject "Natural Geography of Uzbekistan" in the following sequence of algorithms.

Table 2
Didactic functions of using ESEM in activating students' learning activities

№	Functions of e-learning and methodological supply	Execution sequence
1.	Pedagogue	2
2.	Focusing on innovation	7
3.	Educator	8
4.	A guide to creative activity	9
5.	Communicative teacher	12
6.	Developer of logical thinking	11
7.	Forming patterns of mental activity	10
8.	Analyzer and controller of their activities	13
9.	Career guidance	14
10.	A trainer to get the target right	15
11.	Collaborative	17
12.	Working with ICT develops skills and competencies	1
13.	Forming independent learning	5
14.	Working with multimedia technologies builds skills and competencies	18
15.	Distance education developer	6
16.	Demonstration enhancer	4
17.	Developing a scientific worldview	16
18.	Individual developer	3

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The analysis of didactic functions in the use of ESEM has shown that ESEM is one of the main and effective ways to activate students' learning activities, the creation of ESEM in each subject is a requirement of the period.

Below, we can consider the functions of using ESEM in the process of mastering the subject "Natural Geography of Uzbekistan" [6, 2012; 7, p. 263]. When a student logs on to a computer system, he or she enters his or her login and password correctly and gets permission to log in, and a Windows desktop screen appears. Accesses the main menu of the Windows operating system using the Pusk or Ctrl + Esc keys.

XAMPP Control is launched through the system main menu. In the resulting window, press the 1st and 2nd of the 4 Start buttons on the Xampp-control panel and launch the ESEM (Figure 1).

Figure 1. System main menu and XAMPP Control Panel

Clicking on the "Geography" section on the main page of the ESEM (Figure 2) opens the page "Practical assignments in the field of geography of Uzbekistan".

Figure 2. ESEM homepage

When you hover your mouse over the window "Practical tasks of geography of Uzbekistan", a list of topics will be displayed (Figure 3). The topic "State Borders of Uzbekistan" will be selected from the list of topics. Students will be introduced to the tasks of practical training.

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Figure 3. Practical assignments window

The student opens the "Maps" hyperlink from the "Methodology" section of the ESEM toolbar to the "Visual Weapons" page (Figure 4). It's hard to imagine geography lessons without a map. It is no coincidence that they say that "the map is the language of geography." To do this, the student must know the type of maps, symbols, scale, work with distances between geographical objects, use them correctly, be able to read.

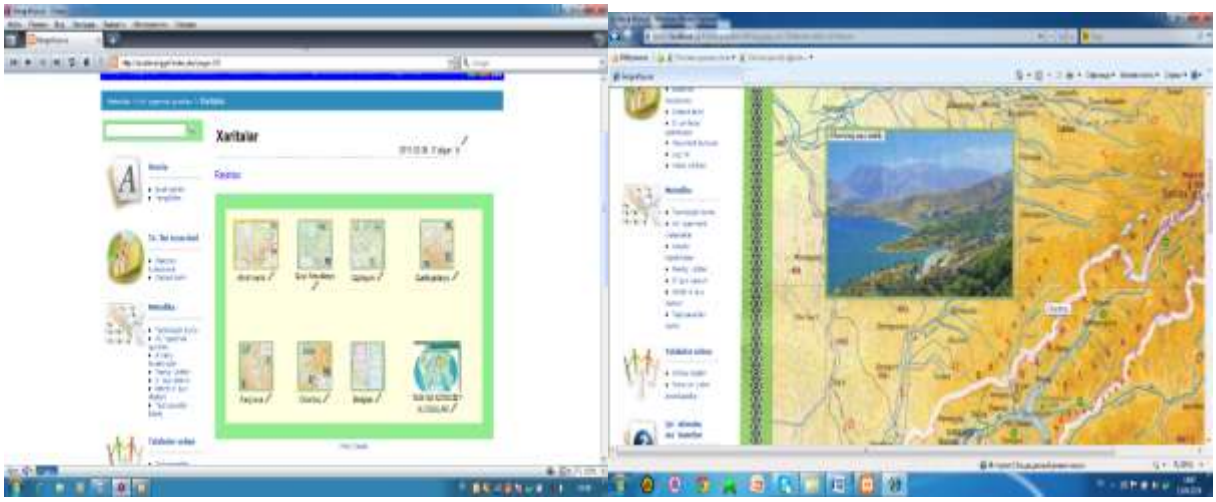

Figure 4. Maps window

From the maps, students choose a map of the Eurasian continent that touches on the topic, showing the geographical location of Uzbekistan and the countries bordering on our country (Figure 5).

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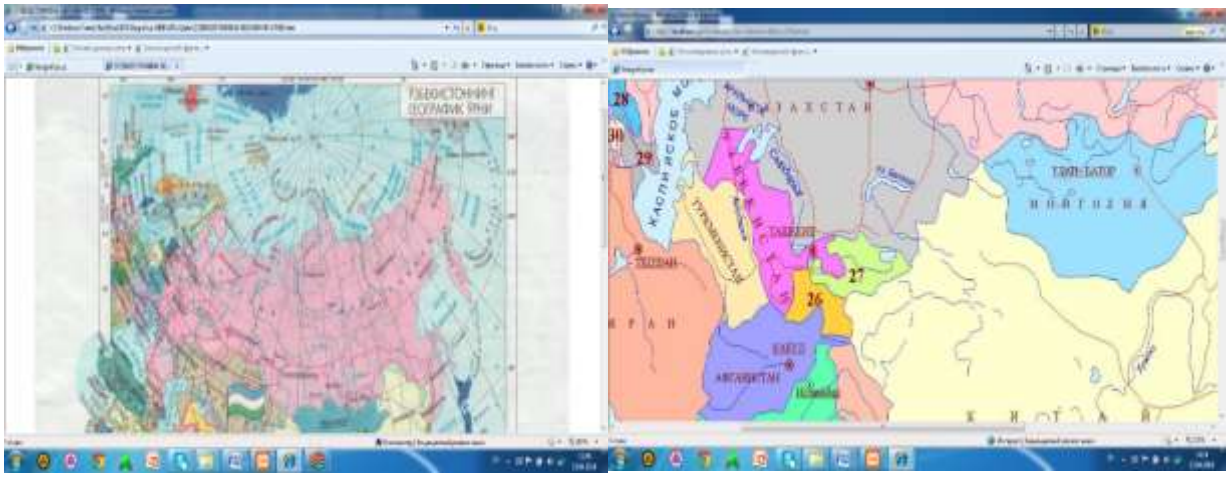

Figure 5. The process of working with maps

Students get acquainted with the maps, determine the information they need, that is, the state borders of Uzbekistan, map them without writing, write them in a notebook and describe the political geography of our country.

The "Library" section of the ESEM contains the "Ecological Atlas of Uzbekistan" and various atlases prepared in collaboration with the UNESCO Office in Uzbekistan and the National University of Uzbekistan. Students will gain new scientifically based additional information from these atlases (Figure 6).

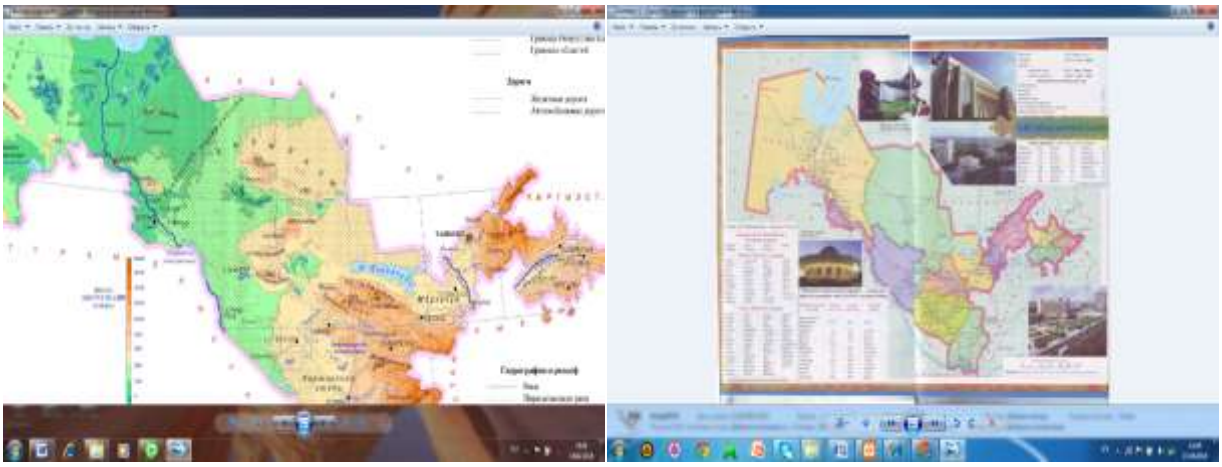

Figure 6. A sheet from the atlases in the "Library" section of ESEM

Once the student has all the necessary data set, he or she will start working with the unwritten map. Task 1 - Identify the extreme points of Uzbekistan, the northern, southern,

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western and eastern, and mark them on an unwritten map. Task 2 - Determine the coordinates of the northern, southern, western and eastern points of Uzbekistan and record them on a map without writing. Task 3 - Geographical coordinates, the distances between the endpoints are measured using a scale from a map that appears on a computer screen, converted to kilometers, and the actual distance is determined. Task 4 - The names of geographical objects that cross the state borders are identified and recorded on an unwritten map.

CONCLUSION

In conclusion, we can say that over the last 10 years, we have witnessed the interest of the private sector in education solutions and innovations. Microsoft and Google in the U.S., Samsung in Korea, Tencent, Ping and Alibaba in China have realized that public literacy is a strategic issue. Although many of the initiatives put forward by them today are limited in scope, the pandemic can lay the groundwork for building inter-sectoral coalitions based on a common approach [10, 2020].

From this point of view, ESEM based on modern information and communication technologies in the process of online education allows to increase the effectiveness of teaching using the existing didactic conditions;

Creates conditions for the use of scientific and methodological bases of the use of modern pedagogical and information and communication technologies, taking into account the specific features of geographical education in higher education institutions;

The developed ESEM develops the student's mental activity, directs him to observation, spatial imagination, free, independent, logical, scientific and critical thinking;

All learners will be able to use ESEM for online education, enriched with visual, lecture texts, didactic materials on the basis of information and communication technology programs;

This means to have knowledge about the geography of our Motherland - Uzbekistan, its natural components, their condition, interdependence, natural conditions, rational use and protection of natural resources, regardless of the science and specialization. At the same time, it serves to understand, respect, honor the differences in the nature of our republic, to improve the skills of living in harmony with nature.

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