The American Journal of Social Science and Education Innovations
(ISSN – 2689-100x)
**Published:** March 31, 2021 | **Pages:** 522-527
**Doi :** https://doi.org/10.37547/tajssei/Volume03Issue03-83

IMPACT FACTOR
2021: 5. 857
OCLC - 1121105668




# Features Of Distance Learning In Professional Education

**Karimov Komiljon Abduraximovich**
**Doctor Of Philosophy In Pedagogy (PhD), Independent Researcher Of The Institute Of Pedagogical Innovations, Management Of Vocational Education And Retraining And Advanced Training Of Teachers, Tashkent, Uzbekistan**

## ABSTRACT

The article presents the main directions of development of the education system in the context of its further informatization. The tasks of the open education system and modern technologies of distance learning are considered. The properties of educational materials intended for the implementation of such training are listed. The strategy for designing online courses is summarized. Some problems arising in the implementation of distance learning are indicated.

## KEYWORDS

Open education, distance learning, informatization of education, information and educational environment, case technology, Internet technology, telecommunications technology.

## INTRODUCTION

In an information society, the development of its members becomes the main strategic intellectual resource and an important factor in the development of society. In other words, the main resource is a person who is able to acquire and apply knowledge, as well as participate in the process of their creation [8]. Global informatization of society initiates informatization of education. Informatization of education, in turn, implies the process of

The American Journal of Social Science and Education Innovations
(ISSN – 2689-100x)
Published: March 31, 2021 | Pages: 522-527
Doi : https://doi.org/10.37547/tajssei/Volume03Issue03-83
IMPACT FACTOR
2021: 5. 857
OCLC - 1121105668

creating an information and educational environment (IEE). This process is associated with the creation of the necessary material and technical base of the education system and involves the preparation of educational and methodological materials of a new generation, as well as the formation of a fundamentally new teaching culture in the context of the use of an information and educational environment. The research and methodological works known to us are devoted to the solution of these problems [1; four; five; 6; 7; 8;

9; ten; eleven; 12].

It is believed that the process of informatization of the education system is developing in four main directions:

- Equipping educational institutions with modern technical means for the widespread use of information and communication technologies (ICT) and their use as a tool of pedagogical influence, which can significantly increase the efficiency of the educational process;
- Use of modern ICT to support educational process, ensuring the possibility of remote access for teachers and students to scientific and educational information;
- development and widespread distribution of distance learning (a new method of implementing the processes of education and self-education);
- Revision and change of the content of education, due to the development of the process of informatization of society.

As mentioned earlier, the informatization of society leads to the emergence of new technologies for organizing education. Such technologies are, for example, open education technologies [1]. And one of the most effective methods of expanding and globalizing the open educational space is the development of distance learning technologies [3]. Ultimately, open education should be a system of organizational, pedagogical and information technologies, which provides open standards for interfaces, formats and protocols for information exchange in order to ensure mobility, interoperability, stability, efficiency and other qualities of education.

## MATERIALS AND METHODS

The system of open education that is being created (a set of didactic, technical, informational and organizational approaches that implement the principles of open education) should contribute to:

- Changing the nature of the development, acquisition and dissemination of knowledge;
- Providing an opportunity to update teaching content and teaching methods;
- Expanding access to general and vocational education;
- Changing the role of the teacher in the educational process;
- Improving the quality of education;
- Ensuring the availability of education;
- Increasing the economic potential by increasing the level of education of the population;
- Ensuring the continuity of education throughout life;
- Integration of the national education system into the world one.

Open education means:

- The possibility of open admission to an educational institution (as a rule, without entrance examinations);

The American Journal of Social Science and Education Innovations
(ISSN – 2689-100x)
**Published:** March 31, 2021 | **Pages:** 522-527
**Doi :** https://doi.org/10.37547/tajssei/Volume03Issue03-83

IMPACT FACTOR
2021: 5. 857
OCLC - 1121105668

- Open planning of the learning process (drawing up an individual educational trajectory - a sequence of modules of the corresponding curriculum);
- The possibility of choosing a teacher for students (determination of the teacher who would best meet the needs of students);
- Choice of time, rhythm and pace of training (admission to training throughout the year, lack of fixed terms of training);
- Choice of the place of study (independent choice of the territory of study).

Open education, as already noted, involves the use of distance learning technologies (distance learning technologies).

Distance learning in this case means a set of educational technologies implemented mainly with the use of ICTs with indirect (at a distance) or not completely mediated interaction between students and the teacher.

One of the main goals of creating a distance learning system is to provide students with the opportunity to master educational programs directly at their place of residence.

The main distance learning technologies are case technology, Internet technology and telecommunications technology [10]. A combination of these technologies is possible. The case technology is implemented using a special set of educational and methodological materials, clearly structured and appropriately assembled. These materials are sent (or transferred) to students for independent study.

Periodic consultations with teachers are held in remote training centers specially created for these purposes.

Internet technology involves the use of the global Internet to provide students with educational and methodological materials and for interactive interaction between the teacher and students. Telecommunication technology is a way of using television lectures with consultations from teachers at the student's place of residence.

Depending on the distance technologies used, information for students is presented in the form of printed (traditional educational-methodological complexes [2]) or electronic materials (electronic educational-methodical complexes, including computer educational environments, databases, electronic publications for educational purposes, audio - and video materials).

One of the main components of distance learning is a database of educational, methodological and reference materials. At the same time, the effectiveness of distance learning largely depends on the form in which educational materials are presented.

Let's give as an example some, including traditional, forms of such materials:

- Printed materials based on traditional textbooks;
- Computer electronic textbooks;
- Educational materials on audio and video discs;
- Radio and television courses;
- Lecture courses on electronic information carriers;
- Computer training programs.

The effectiveness of distance learning depends on how quickly the communication between the students and the teacher is carried out. Distance learning systems use the following

The American Journal of Social Science and Education Innovations
(ISSN – 2689-100x)
**Published:** March 31, 2021 | **Pages:** 522-527
**Doi :** https://doi.org/10.37547/tajssei/Volume03Issue03-83

IMPACT FACTOR
2021: 5. 857
OCLC - 1121105668

forms of interaction between students, teachers and training organizers:

- Traditional mail;
- Facsimile communication;
- Computer techologies;
- Video conferencing using one of the forms of television broadcasting;
- Audio and video conferencing based on telephone technology;
- Intranet systems;
- The global Internet.

Currently, the most versatile and promising technology for learning, providing access to information repositories for both students and teachers, is Internet technology.

Educational materials that involve remote support and support for students' independent work are characterized by the following properties [5]:

- Are intended directly for students (give a complete picture of the goals of independent activity, the concept of building educational material);
- Have sufficient completeness of presentation (contain such a volume of information that allows you to independently or with minimal help from a teacher to master competencies based on the necessary knowledge, skills and abilities);
- Contain a system of reference points (help to quickly get a general idea of the material being studied, freely navigate in it, quickly find the necessary information);
- Contain a system of tasks for self-control (there are samples or possible options for solving problems, criteria for determining the correctness of tasks, educational tests, etc.);
- Have systematized reference information (links to sources used, bibliographic descriptions, etc.);
- Are organized in such a way that they allow students to select them to achieve individual goals (they provide an opportunity for different-level design of the educational structure).

Distance learning is carried out on the basis of general scientific principles, but the following specific principles are also inherent in it [5]:

- The principle of dynamism (the possibility of changing and supplementing the training content is provided);
- The principle of awareness of perspective (understanding of the system of perspectives by both students and a teacher);
- The principle of versatility of methodological consulting;
- The principle of parity (subject-subject interaction between the teacher and students).

## RESULT AND DISCUSSION

The strategy for designing an online course by a teacher includes the following components [4]:

- Definition of the target group;
- A description of the learning objectives;
- Resource planning;
- Drawing up the structure of the course and work program;
- Determination of the course content and forms of knowledge control;
- Development of educational material;
- Preparation of instructions for students;
- Course evaluation and correction of teaching materials;

- Planning of tutor support;
- Publication of the course on the website;
- Organization of interaction with the administration of the educational institution.

The teacher must clearly understand for which target group of students the course he is developing is intended. This will provide an opportunity to get an orientation on the creation of appropriate teaching materials and the application of methodological and didactic principles.

The work [6] proposes a technology for designing modular programs based on competencies. This technology can also be used to create distance learning programs. The general package of educational and methodological documentation of such a program contains [6]:

- The structure of the modular program;
- Description of each module in the prescribed form;
- Assessment documentation for each module;
- Teaching materials for the study of modules (implementation algorithm, educational tasks, theoretical and reference materials).

In the development of the modern education system, there is a tendency according to which the teacher is no longer only a source of information, but first of all should be the coordinator of the development of students [7]. It is proposed to teach critical thinking, problem solving and develop competencies through practice and active-activity learning. In order to implement such training with the help of electronic educational resources (namely, they are assigned a leading role in the education system), it is necessary to introduce an interactive component into them.

At the same time, the emphasis is shifted to independent work.

students. There are three types of electronic educational resources [7]:

- Textographic;
- Audiovisual;
- Multimedia.

Textual materials are effective when there is a need to attract information from various sources. Also, their use is justified in the case when the content of the resource needs to be promptly updated. Audiovisual materials (those containing photographs, video recordings, music, etc.) more often play the role that so-called visual aids previously played. Multimedia resources (capable of simultaneously reproducing a consistent set of the two above-mentioned resources) have a wider scope and are the most difficult to manufacture.

## CONCLUSION

The current situation in the education system allows us to say that there are a number of problems that arose during the transition from the traditional education system to a new, not yet fully formed one. One of them is the lack of ICT competence among a significant part of teachers, which is a significant obstacle to the creation of a new school in which "not the student should find knowledge, but knowledge should find it". In our opinion, it is necessary to create some kind of universal toolkit for the production of modern educational materials, accessible to the average teacher. Attempts to create such systems are underway [7], but it is still

premature to say that this problem has been solved. Another (very important, in our opinion) problem is the lack of the necessary motivation for distance learners. Its solution using previously used traditional methods is impossible due to the specifics of the learning process (distance of the teacher from the students).

## REFERENCES

1. Andreev VI Modern education as an open system: a collective monograph / V. I. Andreev, G. A. Adrianova, V. P. Andrushchenko and others; Ed. N. G. Nichkalo, G. N. Filonova, O. V. Sukhodolskaya-Kuleshova. - Institute of Scientific and Pedagogical Information of the Russian Academy of Education, publishing house "UNITA-DANA", publishing house "YURKOMPANI", 2012. – 576 p.
2. Danilov OE Printed workbook for the student as part of the educational-methodical complex of the discipline / O. E. Danilov // Young Scientist. - 2013. - No. 4. - P. 552–555.
3. Danilov OE The role of information and communication technologies in the modern learning process / O. E. Danilov // Young Scientist. - 2013. - No. 12. - P. 448–451.
4. Juravleva OB Management of Internet learning in higher education / O. B. Juravleva, B. I. Kruk, E. G. Solomina; Ed. B.I.Kruk. - M .: Hot line - Telecom, 2007 .-- 224 p.
5. Lebedeva MB Distance educational technologies: design and implementation of training courses / M. B. Lebedeva, S. V. Agaponov, M. A. Goryunova and others; Under total. ed. M. B. Lebedeva. - SPb .: BHV Petersburg, 2010 .-- 336 p.
6. Oleinikova ON Modular technologies: design and development of educational programs: textbook / O. N. Oleinikova, A. A. Muravyova, Yu. N. Konovalov, E. V. Sartakova. - M .: Alpha-M; INFRA-M, 2010 .-- 256 p.
7. Osin AV Open educational modular multimedia systems / A. V. Osin. - M .: Agency "Publishing Service", 2010. - 328 p.
8. Robert IV Information and communication technologies in education: teaching aid / I. V. Robert, S. V. Panyukova, A. A. Kuznetsov, A. Yu. Kravtsov; Ed. I. V. Robert. - M .: Bustard, 2008 .-- 312 p.
9. Smirnov A. V. Methods of application of information technologies in teaching physics: textbook. manual for stud. higher. ped. study. institutions / A. V. Smirnov. - M .: Publishing Center "Academy", 2008. - 240 p.
10. Trainev VA Distance learning and its development (Generalization of methodology and practice of use) / V. A. Trainev, V. F. Gurkin, O. V. Trainev; Under total. ed. V. A. Traineva. - M .: Publishing and trade corporation "Dashkov and K °", 2010. - 294 p.
11. Trainev VA New information communication technologies in education / V. A. Trainev, V. Yu. Teplyshev, I. V. Trainev. - M .: Publishing and Trade Corporation "Dashkov and K °", 2009. - 320 p.
12. Fedorov VA Pedagogical technologies of quality management of vocational education: textbook. manual for stud. higher. study. institutions / V. A. Fedorov, E. D. Kolegova. - M .: Publishing Center "Academy", 2008. - 208 p.