Pedagogical Aspect of the Introduction of Distance Learning Technologies in Higher Education in the Republic of Uzbekistan

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ABSTRACT

The article highlights the problem of mass introduction of distance educational technologies into the higher education system of the Republic of Uzbekistan from the perspective of its psychological and pedagogical effectiveness.

KEY WORDS: Distance learning, distance education, quality of educational services.

In modern Uzbekistan, in the context of the rapid spread of information and communication technologies (ICT), new demands are placed on the higher education system and its effectiveness. The modernization of the higher education system of the Republic of Uzbekistan is designed to meet the needs of the population in obtaining knowledge and skills in demand in the developing economy. It is generally accepted that the level of quality of educational services still differs significantly in different universities and regions of Uzbekistan, which affects the socio-economic efficiency of the higher education system as a whole. New educational services include distance education (DE), including distance educational technologies (DET) themselves [1]. The widespread use of the latest educational distance technologies will help level out the inequality in the quality of education in universities of the Republic of Uzbekistan. The creation of effective distance learning systems creates conditions for social accessibility to quality education for a significant part of the population, and helps solve the problem of education for people who, for various reasons, cannot use the services of full-time education. A feature of obtaining distance education is the possibility of constructing an individual curriculum, multiple options for choosing an educational trajectory and reducing tariffs for educational services [2].

The key concept of this publication is the concept of distance learning. The study of scientific literature, dictionaries and encyclopedias became the basis for the conclusion that at present it is impossible to talk about distance learning as a finally formed and uniformly understood term in the history of pedagogical practice.

So, distance learning (DL) is a set of technologies that ensure delivery of the main volume of studied material to students, interactive interaction between students and teachers during the learning process, providing students with the opportunity to independently work on mastering the material, as well as during the learning

process [3,4]. Distance learning and the development of modern equipment and technologies are inseparable: one contributes to the development of the other. Currently, a student, no matter where he lives, can study under the program of almost any Western university without leaving his country [5,6].

One of the most acceptable options for preschool education, in our opinion, is that the student receives methodological support for the courses, which he studies, and then passes the exam. Another method is that the information was posted on the server, people studied it and, say, in two weeks they had to write a certain test. So, in blocks, they went through the entire program, and at the end the organizers set a time at which they would take the exam [7,8].

In its historical development, distance education has implemented three stages of information exchange with students: using regular mail (exchange of parcels), case technologies, network technologies (telecommunications, e-mail, Internet, etc.). The goal of the development of DET in the future is to provide access to information resources located anywhere in the world from anywhere in the world where the learning process using distance educational technologies is organized. It can be assumed that distance learning will in the near future become as common a form of education as full-time or correspondence courses. At the same time, the quality of distance learning is growing at a rapid pace and will soon equal and perhaps even surpass the quality of full-time education [9,10].

In the research of scientists, the question is whether distance learning (in some sources, distance education) can be considered an alternative to the existing system of full-time and correspondence education and how to carry out the transition in modern conditions from established educational traditions to new forms and methods embedded in distance learning. According to experts, a modern student learns 20% of what he sees, 50% of what he sees and hears, and 70% of the information he obtains on his own (for example, using the Internet). The main principle behind the distance form of higher education is self-study.

In pedagogy, the term "distance education" has the following meaning. Distance education (from the Latin distantia - distance) is an international term interpreted as "education at a distance, means the purposeful and methodically organized management of educational and cognitive activities of persons who are located at a distance from an educational institution and therefore do not come into constant contact with its teaching staff . Based on this definition, distance education can be interpreted as independent education (self-education), in contrast to self-education as such, which includes in one form or another feedback from a teacher (educational institution) [11].

It is important to determine the quality of distance learning. First of all, it is necessary to clarify what is meant by the quality of education at the present stage. The quality of education in pedagogical encyclopedic literature is understood as the individualization of the educational process due to the diversity of types and forms of educational institutions and educational programs that take into account the interests and abilities of the individual; competitive level of education, both in terms of the content of educational programs and the quality of educational services. The learning process can be classified as such educational services. Then, the quality of education should apparently be understood as such an organization of interaction between a teacher and students, i.e., an educational process that would correspond to the basic principles of the teaching concept used, reflecting the demands of modern society and the predicted competencies that graduates of an educational institution must have in order to be competitive in a developing society [12].

What determines the quality of education? Of course, the degree of achievement of the designated goals at each level of education, in each educational institution. Indicators of students' educational time expenditure

characterize the speed of searching, analyzing and assimilating information, forming the necessary concepts, skills, decision-making, and performing independent work. Indicators of students' performance characterize the degree of intensity of their work, preservation of voluntary attention and good health. Indicators of motivational stability of students' educational activities characterize the degree of influence of the methods and means of cognitive activity used on satisfaction with the results of learning, the need to complete tasks, and the ability to maintain interest in the process and results of learning. Indicators of the teacher's time spent on transmitting educational information characterize the time spent by the teacher on conducting the educational process in different models of distance learning, on preparing additional information material, on responding to students by e-mail or in another way. Indicators of a teacher's performance characterize the influence of the information and communication technologies used on the tension and productivity of the teacher's work and the degree of change in his physiological and emotional state. Indicators of the rationality of using modern DET characterize their impact on achieving learning goals and on the completeness of information support for the educational process [13].

To meet the demand for knowledge-based higher education in the Republic of Kazakhstan using traditional technology, it is necessary to increase the number of universities and teachers by almost an order of magnitude. No economy can withstand such pressures on the growth of capital investments. One can also imagine the constant transportation of masses of people for retraining to campuses in the conditions of compactly living European residents. But in countries such as Uzbekistan, which have a huge territory with a low population density, it is impossible to continuously remove a significant part of economically active citizens from their jobs for training. Therefore, when justifying the advantages of using DET, special attention should be paid to identifying potential consumers of distance education.

Currently, the following population groups need distance education: people of all ages living in underdeveloped regions of the country, remote from university centers; persons wishing to acquire new knowledge or obtain higher education in an abbreviated form; a large contingent of consumers of educational services preparing to enter universities; persons who do not have the opportunity to receive educational services in the traditional education system due to the limited capacity of this system, the impossibility of combining study with work and other specific conditions; persons wishing to receive education in foreign educational institutions.

The considered characteristics of distance learning are the basis for close interest in it. They clearly and clearly indicate the advantages of this type of training over traditional educational practice, creating the prerequisites for the widespread use of DET opportunities in the higher education system of Uzbekistan in a shortened form of education.

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