

DESCRIPTIVE SIGNIFICANCE OF THE USE OF E- LEARNING ENVIRONMENT IN THE PREPARATION OF FUTURE ENGINEERS FOR DESIGN ACTIVITIES

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ABSTRACT

According to the factorial model, the environment is a set of conditions and components, the stimulus and stimulus of which affects the person, allows to describe the changes that occur in the environment - the systems that perform the function.

Keywords : "electronic environment", "environment", "learning environment", "subject environment", "e-learning", "e-education".

INTRODUCTION

At present, the study of the phenomenon of e-learning environment in the theory and practice of pedagogy is carried out in various ways. To consider the pedagogical interpretation of the e-learning environment, it is impossible to achieve this goal without first considering the essence of concepts such as "environment", "electronic environment". Given the fact that the studied environment has an educational orientation, we consider it necessary to determine its structural and functional characteristics in accordance with the current level of information and technological development of society [2].

The problem of the environment in pedagogy has also been analyzed by foreign scholars. In particular, he considered it expedient to create "a creative educational environment for the development of a harmoniously developed person." J. Dewey analyzed the problem of free upbringing of man in the educational environment. In his research, he emphasizes that during the pedagogical activity, each student should focus on creating "optimal conditions for the full manifestation of individuality."

By the end of the twentieth century - beginning of the twenty-first century, there has been an increase in research devoted to the study of the internal structure of the educational environment and its impact on the individual. The phenomenon of humanization and humanization of education has led to this trend. It can also be explained by the focus of local and foreign scholars on the environmental approach, the strengthening of the characterization of personality-oriented education, the development of information, eco and infopsychology. It should be noted that in modern pedagogy, the essence of the concept of educational environment is revealed through belonging to the socio-cultural space, educational systems, their elements and the interaction of the subjects of the educational process [3].

There is no single approach to clearly defining the nature and content of the learning environment. In this regard, it should be noted that it is more interesting for us to discuss the content, scope and ratio of the concepts of "educational space" and "educational environment" and to study it from a scientific point of view. The reason we say this is that some authors consider the category "space" to be synonymous with the word "environment". We, in turn, consider the concept of "educational space" to be much broader in scope. From the approaches presented in scientific and pedagogical research, it is possible to systematize the definition of this concept, and to distinguish between them the structural-spiritual, functional and integrative approaches [5].

The structural-spiritual approach allows to reveal the essence of the concept of "educational space". At the same time, its components are based on the image and analysis of their interaction and cooperation in order to achieve the main goal - the development and literacy of the individual. [1]

The functional approach implies the description of the educational space, the quality and specificity of its territorial affiliation. Unga:

- "Place" for the implementation of human educational activities; a certain place in society, where many relationships and connections take place, where different systems (state, society) carry out special activities for the development of the individual and his socialization .

Thoughts about the integrative approach and its essence are revealed on the basis of the idea of synthesizing the positions described above. In particular, the educational space is assessed as an integral integrative unit of society and the world educational space, which is described as normative and spontaneous and has its own coordinate system. They provide opportunities for a person to develop at different stages of development [4].

Thus, we conclude that the concept of "learning space" is not a multi-faceted and unambiguous definition. He argues that the term educational space is synonymous with the concept of "learning environment"; as a regional category related to the scale of events in education and social practice; as a result of constructive activity in the field of education; can be taken as the level of social space. In our view, the learning environment manifests itself as a component of the learning space and is a core concept for all types of environments discussed below.

Our second conclusion from the analysis of psychological and pedagogical research is that the mechanism of interaction between the environment and man has not been fully studied and is an ongoing process, it is advisable to study it at all times.

In science, there are different concepts of environment and human interaction. They can be conditionally divided into "factor" and "molecular" concepts. The first is to study the relationship of man with the environment in terms of necessity and obligation, and the second is to study the free description of the relationship that gives the subject the right to choose [6].

According to the factorial model, the environment is a set of conditions and components that are considered stimuli and stimuli of human exposure, allowing to describe the changes that occur in the environment - in the systems that perform the function. The molecular model, on the other hand, is based on the notion of space and time, relates to the category of "place" and expresses the composition of the environment. The mentioned concepts complement each other. Based on this, we describe the structural structure of the educational environment and highlight its features. The analysis of these approaches allows us to conclude that the composition of the

learning environment must be determined by the following characteristics: method of organization (how?), Type of interaction (who?), Potential (what?).

A similar position has been put forward by researchers, in which the composition of the learning environment distinguishes two components: the subjects of the educational process and its objects. When it comes to the first component, learners and teachers are understood; the second component is manifested through the field of management, teaching aids, methodologies, material base.

Summarizing these views, it should be noted that the subject component is of particular importance. He is the creator of the system in organizing and shaping the environment. The interaction factor is a necessary condition for the creation of the environment: a certain part of the environment in which the subject interacts is the environment [7].

We define the spiritual characteristics of the educational environment in the psychological and pedagogical literature: reality, vectorism; systemicity, saturation, structure, exceptional elasticity, etc. In the absence of a single approach to the structure of the educational environment, its properties, descriptions, it was desirable to systematize and distinguish classes of homogeneous environments in terms of composition.

At the same time, it should be noted that the question of strict classification is not entirely correct. Classes of learning-oriented environments are able to intersect and complement each other. Perhaps the following descriptions can be chosen as the basis for the division into typology: scale, methods of organization, interaction of knowledge transfer and subjects of the educational process, the use of different educational technologies. This approach has led to the following typology of learning environments.

Thus, looking at the learning environment as an integral part of the learning space, we see that this environment is not homogeneous in its composition. The non-homogeneity of the environment is primarily explained by the fact that it is multi-component. Hence, the learning environment, the learning environment, the learning environment, the subject environment - can be considered as a component of the learning environment.

In this case, it is expedient to assess the relationship between the concepts mentioned and to determine their specificity. It should be noted that this issue is a controversial topic in psychological and pedagogical research and deserves special attention.

Table 1.2.1 . Typology of learning environments

Quality mark	Types
Convenience	Nationwide learning environment
	Regional learning environment
	Educational institution educational environment: (higher education, professional and general secondary school educational environment)
	Classroom learning environment
Methods of organization	An environment based on one principle
	Environments formed on different principles
	The environment of the principle of variability
	Knowledge-oriented environments

Presentation of knowledge, interaction of subjects of educational process	Environments focused on the independent acquisition of knowledge
	Mixed types of environment
using a computer as a learning tool	Information-educational environment
	Electronic information-educational environment
	Adaptive learning environment
	E-learning environment
	Multimedia learning environment
	Virtual learning environment
	Open learning environment

The issues of creating and applying learning environments are studied in more detail, and the learning environment is studied as a dynamic system - a set of educational situations that gradually replace each other. Thus, without deviating from the logic of our study, we assume that the concepts of "learning space", "learning environment", "learning environment", "subject environment" can be compared on the basis of common features and found mutually compatible.

LITERATURE

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