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DISTANCE EDUCATION AND METHODS OF ITS ORGANIZATION

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ANNOTATION

The main purpose of the use of distance learning methods is the introduction of e-learning and the use of distance learning models LMS, MOODLE, OOOK in order to continue the learning process in education in the existing barriers to various processes. Development, wide application of information and communication and innovative technologies in the education system in international countries plays an important role in improving the quality of the education system. Organization of distance learning methods. Improving the quality of education by ensuring the implementation of relevant legal and regulatory documents, increasing the effectiveness of the use of information and communication technologies, Internet and multimedia resources in higher education is an urgent task today.

Keywords: Distance learning, distance teaching, organization of distance learning, distance learning methods, distance learning system, distance learning in an educational institution (MT). Distance learning models, LMS, MOODLE, OOOK, ZOOM.

INTRODUCTION

The advent of Internet technology in education has changed the situation that has remained unchanged for centuries. This is the usual exchange of correspondence by e-mail, and libraries by websites. Use of models in the system of distance education. Introduction of distance education system methods. E-learning literature - modern information technology. Creating e-textbooks.

Discussion of the Results: The use of distance learning system and methods of its organization in the education system to continue the educational process and accelerate the full use of information communications.

CONCLUSION

The advantage of the system of distance education and the methods of its organization is the continuous implementation of the relationship between teacher and student, an effective way to organize measures to resolve misunderstandings in education through remote electronic information communications. One of the threats to international countries is that the emergence of the existing COVID-19 pandemic in 2020 has created difficulties in organizing the learning process in the entire education sector, forcing students to receive distance learning in the educational process. To do this, it was necessary to develop a form of distance learning to provide students with the necessary knowledge in a timely manner. In this regard, several different methods of distance learning and its organization have been developed. Including theoretical and didactic bases of distance learning, distance learning models, distance learning process enhancement, analysis of free and open source software in education, the main

functions of LMS systems, methods of organizing the learning process in distance learning system (Moodle example), methods of organizing public online open courses improved.

Theoretical and Didactic Bases of Distance Learning.

The advent of **Internet technology** in education has changed the situation that has remained unchanged for centuries. This was reflected in the exchange of regular correspondence by e-mail and libraries by websites.

At the current time the elements of distance learning have replaced the traditional forms of education in the education system. The introduction of modern information and communication technologies in the educational process has led to the creation of a new form of teaching - distance learning, in addition to traditional teaching methods.

In distance education, the student and the teacher are in constant communication with each other through spatial separation using specially designed training courses, forms of control, electronic communication and other technologies of the Internet. Distance learning based on the use of Internet technology provides access to the global information education network, performs a number of important new functions with the principle of integration and interaction. Distance learning provides an opportunity for all those who want to learn to continuously improve their skills. In the process of such teaching, the student learns independent teaching materials in an interactive mode, undergoes supervision, carries out control work under the direct guidance of the teacher, and interacts with other "vertical learning group" students in the group.

For obvious reasons, distance learning is a convenient form of education for those who do not have the opportunity to study in full-time departments of educational institutions, for example, those who do not require health, intend to change their profession or are older, intend to improve their skills.

Distance learning uses a variety of information and communication technologies, meaning that each technology depends on the purpose and nature of the issue. For example, while traditional print-based teaching aids (textbooks, manuals) are based on introducing students to new material, interactive audio and video conferencing is designed to communicate over a period of time, sending and receiving emails directly, i.e. sending and receiving messages. While pre-taped video lectures allow students to listen and watch lectures, facsimile communication, rapid exchange of messages, assignments over the network, allows students to teach through feedback.

Based on the above, we give a description and definitions of some of the terms that are currently being mentioned repeatedly in the educational process.

Distance teaching is a form of education based on information and telecommunication technologies, such as distance and full-time education, which includes the best traditional and innovative methods, teaching tools and forms.

Distance learning is an education system based on new information technologies, telecommunication technologies and technical means. It is a system that requires the learner to practice more independently of the learner, providing the learner with learning conditions

and communication with the teacher based on certain standards and educational rules. In this case, the learning process does not depend on when and where the learner is.

Distance education is a set of educational services based on the means of exchanging educational information through distance, using special information environment, providing educational services to all segments of the population and foreign students.

Distance learning system - a training system based on the conditions of distance learning. Like all education systems, the distance learning system has its own structural purpose, content, methods, tools and organizational forms.

Why is distance learning necessary? The question naturally arises. The answer to this question is as follows:

-New opportunities for education (low cost of education, time and place, etc.). -Limited number of students admitted to educational institutions;

-Increasing the number of people who want to study;

-The emergence and development of quality information technology;

-Intensification of international integration;

-Regular health care.

The conditions and opportunities listed above indicate the need for distance learning. There are different models and forms of distance learning in the education system, which differ in the following conditions of application:

-Geographical conditions (for example, the territory of the country, its distance from the center, climate);

-The general level of informatization and computerization of the country; level of development of communications and vehicles;

-The level of use of information and communication technologies in the educational process;

-Traditions used in education availability and potential of scientific pedagogical staff for distance learning system, etc.

In general, the objectives of distance learning include:

-To create equal access to education for all regions of the country and all students abroad;

-Improving the quality of education through the use of scientific and educational potential of leading universities, academies, institutes, training centers, retraining institutions, training institutes and other educational institutions;

-To create opportunities for additional training in parallel with basic education and basic work activities;

-Satisfying the educational needs of students and expanding the learning environment;

-Creating opportunities for continuing education;

-Ensuring a new level of basic education while maintaining the quality of education.

Summarizing the above, it can be said that the introduction of distance learning elements in educational institutions will bring all-round benefits. The system of higher education has provided all the conditions for the introduction of this complex.

The application of information and communication technologies in the educational process (especially the distance learning process) takes two main forms. The first condition is that it is hardware, and the second condition is that it is provided with special software.

1. Ensurance of Equipments: computers, network devices, high-speed Internet networks, video conferencing equipment, etc.
2. Software: Includes a set of software designed for the industry, ranging from software that uses existing devices.

In recent years, the term Elear (e-learning) has entered the form of e-learning through the Internet or the Internet, which has been used in the management of the education system in the West. Figure



1. Distance learning models.

E-learning is a broad concept that refers to different forms of education based on information and communication technologies. E-learning content that includes Elear can be grouped based on the method of delivery to the learner is a broad concept that refers to different aspects of basic education. E-learning content that includes Elear can be grouped based on the method of delivery to the learner.

The following are the models of distance learning presented in the analytical research materials of the UNESCO Institute in 2000 ("Distance Education for the Information Society: Policies, Pedagogy and Professional Development"):

Primary (Unity) Model

According to the organizational structure, this model is organized only for distance learning and for the purpose of working with "distance" students. All training is done remotely. In this model, there are regional centers for teaching, where students can get advice from teachers or take a final exam.

Secondary Model

In such a system, the university teaches both full-time and part-time students on a part-time and part-time basis. In both, the syllabi, curricula, exams, and assessment criteria will be the same. Typically, the universities that develop the dual model are traditional universities where the number of full-time students is greater than the number of distance students. Therefore, the combination of the two forms at the same university is more convenient for full-time students who have access to larger study materials on their own.

Mixed Model

This model envisages the integration of different forms of distance learning of university students, more precisely the forms. For example, full-time students study part-time in the distance learning programs or in parallel with the full-time courses taught by a teacher at that university. This model can also be a combination of separate forms of training in the form of virtual seminars, presentations, lectures within the framework of traditional courses. The higher the university is equipped with information and communication technology tools, the more diverse the forms of teaching will be.

Consortium

This model consists of a merger of two universities. In doing so, they share learning materials or share some tasks. For example, one university produces teaching materials for distance learning, another provides virtual study groups with teachers, or conducts official accreditation of distance learning programs. In such cases, the university as a whole or its individual centers, faculties, or even commercial or government organizations operating in the market of educational services can be partners. Consortia are effective only under strict centralized management and compliance with the copyright and material rights of the objects created.

Franchising

In the model of distance learning, organized on the principle of franchising, partner universities give each other their own distance courses. At the same time, a university that has established itself in the market of educational services may grant the right to teach its courses to other partners who are just organizing distance learning and have no experience in independently developing teaching materials for distance learning.

Validation

It is a very common model of distance learning, in which educational institutions sign an agreement that all partners provide equal distance learning services.

Remote Audiences

In this model, modern information technology tools are actively used. Training courses, lectures or seminars held at a university are broadcast on telecommunication channels in the form of synchronous television, video conferencing, radio broadcasting to remote classrooms where students gather.

Projects

It consists of a distance learning model designed to implement a comprehensive project within a public education or research program. In this model, the main focus is on the scientific-methodological center, which brings together key specialists who develop teaching materials, teachers and scientists who conduct distance courses.

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