

TASKS OF DISTANCE LEARNING IN HIGHER EDUCATION INSTITUTIONS AND PEDAGOGICAL AND PSYCHOLOGICAL ASPECTS OF ITS ORGANIZATION

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ANNOTATION

The article describes the tasks of distance learning in higher education institutions, educational process management systems and pedagogical, psychological, didactic and social aspects of the organization of distance learning.

Keywords: distance learning, pedagogical, psychological, social, didactic, LMS, individual speed, commentary learning.

In our country, the decree of the president of the Republic of Uzbekistan dated October 8, 2019 PF-5847 “on approval of the concept of development of the higher education system of the Republic of Uzbekistan until 2030” was adopted, and on the basis of this decision it can be said that the gradual transfer of the educational process in higher educational institutions In the conditions of the pandemic, the implementation of the activities provided for by the concept of development until 2030 covered an unexpected and in many ways forced acceleration. In order to adequately respond to problems, it was necessary to urgently introduce the entire educational system, including not only higher education, but also high school, and even in preschool institutions, distance education. In a short time, the full education system of Uzbekistan was rebuilt and launched on the principles of digital and distance education. Currently, the process of transition from the description of the distance learning process to its construction is developing rapidly in my country, and a constructive and technical function of didactics is being implemented in it. The fact that both pounds are interconnected with each other is indisputable, however, the main attention should be paid to the main functions of distance education that are used in teaching students of a higher educational institution. The main functions (tasks)of distance learning in higher educational institutions:

in the distance education system, the level of knowledge and the dynamics of teaching statistics should be reflected;

the distance learning system should provide the teacher with flexible and advanced tools to the conditions for creating lesson plans, didactic material, etc;

the function of checking the knowledge of students in all subjects studied in distance education is necessary;

the function of independent verification of knowledge using information technology and a virtual portal is necessary;

the distance education system should support teamwork, communication of local and global network participants;

management function: thematic plans of distance education, training programs, drawing up lesson schedules, calculation of pedagogical load.

Any system of distance learning is a systematic information complex that is used to plan and conduct all distance learning activities, often in conjunction with full – time, part-time and evening programs. Abroad, such systems are usually called the” Education Management System " LMS (Learning Management System), which indicates their enhanced functionality and an important role in the work of the entire educational institution.

The educational process management system LMS (Learning Management System) allows:

Organization of an additional system to support the educational process;

testing the qualifications of employees and applicants for the organization of educational work and work in corporate centers, commercial organizations;

conducting distance learning when students subscribe to certain courses, receive methodological instructions and advice from teachers, and complete a certain set of test tasks; management, testing and professional development of the educational process in educational centers, courses and universities, improving the quality of education, increasing the number of students taught at the same time.

In higher educational institutions, the distance learning system is used to perform the following tasks and achieve these goals:

automation and centralization of educational process management;

placement of teaching materials to provide students with access to the course;

maintaining the relevance of the standards of distance learning technologies;

ensuring the reuse of educational materials, personalizing the content of Education; expansion of opportunities and means of interaction between participants in the educational process;

improve educational efficiency and reduce training costs. Acceleration of the educational process;

simplification of monitoring the effectiveness of the implementation of educational programs[3].

The organization of teaching within the framework of the distance learning process for students in a higher educational institution is aimed at activating the independence, creative actions and opportunities of students. On the basis of such training lies the knowledge transfer system, which is the source of information resources of the network. Student training consists of two components, which can be conditionally called continuous and variable. The permanent component includes training programs, tutorials, material learning recommendations, and questions for self-control. The variable component includes correspondence, various comments, opinions and feedback on answers to control questions.

The dominant aspects in the use of distance learning technology for students in the distance learning process in a higher educational institution are as follows: ensuring an individual speed of knowledge acquisition; development of professional competencies through the use of a review teaching method; Organization of cognitive activity on the basis of individualization, competence-based and personality-oriented approaches.

The effectiveness of distance education in teaching students in the distance learning process can be achieved by combining social, psychological, pedagogical and didactic aspects.

The social aspect can include knowledge in the fields of Ecology, global climate change, environmental business and the current traditions of the development of the economy and environmental policy of Uzbekistan.

The psychological-pedagogical aspect reflects the interaction of teachers and students, object-subject relations in the educational process, as well as the implementation of the didactic support of students in teaching.

The didactic aspect of distance education includes the methodological support of the distance learning process of students, the use of information and telecommunication systems and tools in education (interactive reference books, computer models, network practices (practicums), test retrieval systems, information portals, etc.) [2].

When organizing distance learning for students, special attention is paid to the application of multi-stage independent work that affects the development of the operational component, as well as the development of glossary, databases, Test control, individual test training, etc.

It can be concluded that experiments in higher educational institutions of our country, the presence of a holistic concept of the level of methodological and technological provision of students in distance learning in a higher educational institution, improving the management of distance education at different stages of teaching students, make it possible to implement the unification of subjects of distance space [1].

Decree of the president of the Republic of Uzbekistan dated June 5, 2018 No. 3775 “on additional measures to improve the quality of education in higher educational institutions and ensure their active participation in large-scale reforms carried out in the country” became the center of the legal basis for fundamental changes in the field of education in Uzbekistan.

According to the law of the president of the Republic of Uzbekistan dated June 5, 2018 No. 3775, the creation of new higher educational institutions in the regions, the opening of modern areas of education and specialization in the field of training, as well as part-time and evening education departments, increasing the quotas for admission to higher educational institutions have become Now in the field of education, the introduction of modern forms of teaching, which include modern mixed forms, is becoming increasingly important. The strengthening of effective innovations, education by regulation is also an urgent task.

There is no sphere left in our country where information technology did not penetrate. This reflects the active development of the need for Informatics in the Republic of Uzbekistan[6]. In particular, 2020 was proved by the so-called "Year of Science and development of the digital economy." Consequently, many activities aimed at Information Technology ensure the information culture of the citizens of the country, and we can see in which chapter of convenience, transparency and speed, modern information technology is becoming an important factor in updates. Therefore, special importance is attached to the widespread introduction of information and communication technologies on all fronts in order to ensure economic stability, social well-being and further increase the standard of living of the population in our country. In this regard, the focus is primarily on the formation of the legal framework of the industry. In particular, confirmation of this is the adoption in the past period of a number of laws “on Informatization” “on Telecommunications”, “on electronic document management”, “on electronic digital signature”, “on electronic government”. It is worth noting that the development and widespread use of Information Technologies is among the important strategic tasks of our state for the near and long term.

However, the experience of teaching in higher education in recent years has shown that specialists with fundamental education are not always ready to apply their knowledge in practice, especially in modern times, when people's living conditions are in constant dynamics. The creative thinking and upbringing of schoolchildren and students of higher educational institutions still remains at a low level. As a result of this, they do not have a rational attitude towards life at all. For our research, this is very important, since today human thinking is considered relevant, especially when it collides with historical consciousness, and therefore students, after studying in higher education institutions, must study voluntarily and regularly at a distance to improve their qualifications [5]. They must have a thorough knowledge of legislation, standards and rules and increase the level of knowledge about digital technologies, computer graphics, as well as the processes taking place in the educational system; knowledge must know the order of assessment and be able to apply it in practice, to master the methods of teaching monitoring; to understand modern, foreign and domestic experience in the field of ICT, as well as to be able to draw up the necessary reporting and documentation on ICT; to have computer modeling skills; it is necessary that they know how to A specialist in competence information and communication technologies should have such professional qualities as self-control, flexibility, civic courage (to resist the actions of officials), internal discipline, responsibility, accuracy, analytical thinking, the ability to work in a team, independence.

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