APPLICATION OF MODERN INFORMATION TECHNOLOGY TO DISTANCE EDUCATION

Kamalov Azamat Farkhodovich
azamatkamalov5500@gmail.com

ABSTRACT

In the conditions of today's pandemic, significant changes in the educational system of our country are becoming evident every day. In particular, it is a pleasure that distance learning is widely used in all Sox of Education.

Today, the use of new information communication tools in various aspects of Education, production and human society is of great importance. The development of the Internet global computer network was the reason for the opening of new directions for improving the educational system of the whole world. The widespread access to secular information resources in educational institutions has led to the need to use new forms and methods of teaching. Currently, all of the universities under the Ministry of Higher and secondary education of Uzbekistan have held several video conferences, online classes in ishtroki, where the lectures of professors and teachers in Uzbekistan are listened to with great interest by student youth.

In distance learning, various information and communication technologies are used, that is, each technology depends on the purpose and essence of the issue. For example, while traditional print-based teaching tools (tutorials, textbooks) are based on introducing students to new material, interactive audio and video conferences are designed to interact between specific times, to communicate correctly and inversely, that is, to send and receive messages. Pre-tape sealed video recordings allow students to listen and view lectures.

There are a number of models of distance learning.

Primary model. In this form of distance learning, it is not necessary to conduct direct training in the full-time department, all training is organized at a certain distance. But the trainees are in constant contact with the teachers attached to it. Local representatives are formed to provide consultative assistance to the trainees and to take the final exam. In this case, the forms and methods of the educational process are freely selected by the learner and student, the schedule of training and the time of training are not limited.

Secondary model. Study in an educational institution is carried out both in full-time education and in part in full-time and in part in distance education. Both have the same class schedule and teaching program.

Control for learners is assessed on the same criterion. This secondary model of distance learning, which is used in an educational institution, does not come in handy all the time, the main part of training is covered by the recipients of Education.

Mixed model. This model covers different forms of distance learning, or rather the integration of different issues, for example, that learners receive a certain part of the learning material in series with distance learning, and another part in parallel through direct training during the day. Some classes are conducted in the form of virtual seminars, demonstrations (presentations), lectures. The more information and Communication Technologies an educational institution is equipped with, the more forms of training can be organized in different ways.

Consortium. This model is carried out in the interaction of two educational institutions, that is, it is based on the production of educational materials and their mutual division of certain functions in distance learning. While the first institution is engaged in the development of educational materials for distance learning, the second institution provides for the implementation of virtual learning group training tools or a distance learning program. In interaction, these institutions that work can be universities, centers that are engaged in youth education, faculties and even entrepreneurship and government organizations.

The consortium provides an effective result with strict central management, private ownership and copyright secured in a fixed manner.

Franchise. Based on the franchise principle of distance learning, in this model, educational institutions in communication exchange distance courses of their own creation. The educational institution, which owns a product that is considered good in the Educational Service Market, provides courses of study that it creates to other educational institutions, or trains through distance learning. A characteristic of this model is that a student with an intention to study in a particular educational institution will be able to obtain a diploma of the same size, but with high-quality knowledge and at the end of his studies, through a consortium of a mature higher institution.

Validation. This model of distance learning is considered from common forms of teaching. All educational institutions in communication conclude an agreement on distance learning on an equal level. Together they create a distance learning program and course, the diplomas and certificates issued are equally recognized.

An isolated auditorium. In this model, modern means of information and communication technology are widely used. Training courses, lectures and seminars organized in a particular educational institution are shown to audiences in the distance where students gather through synchronous TV shows, video conferencing, radio communication-style telecommunication channels. In this situation, the teacher works with a large audience, where students gather.

Projects. This model of distance learning is used in the introduction of large-scale projects of state significance. In this model, the main role is given to the scientific and methodological Center, where qualified personnel, teachers, scientists who have created educational materials are assembled. Distance courses created in the center are presented to a large audience of one country or another. Training in it is seasonal and is completed only when its goal is achieved.

New information technology tools are widely used when conducting training in the distance education system. In this regard, there are requirements for knowledge and skills in the use of new information technologies when conducting training to a distance learning course teacher, these requirements can be explained as follows: knowledge of the principles of operation of a personal computer and its hardware, knowledge of modern software (at least Microsoft Word 2007 text editor, demonstration creator Microsoft Power, web browsers and the Microsoft Outlook Express email program)know the basic principles of operation, have methodological materials and scientific literature on the problems of using new information technology tools in teaching, understand the possibilities of using a computer in the management of the educational process, and so on.

Special knowledge and experience in working with information and telecommunications tools can also be added to the requirements listed above. Such requirements are directly related to

working with various Internet services - e-mail, teleconference, etc., or rather, to the interaction of users on the Internet.

The special knowledge and skills of the distance learning course teacher in the field of Internet technologies must meet the following requirements: know the basic vision and general principles of the tasks of telecommunication systems, have an understanding of the possibility of connecting to the Internet to various degrees, know how to conduct and organize teleconferencing, have a telecommunication label, various telecommunication tools for, able to use communication at a specific time (Zoom), etc.), have the skills to "display" information on the network, be able to work with network data sources, have an understanding of the equipment software tools used in the construction of distance learning publications, be able to work with email, establish a discussion with other users on the network, work with modern hypertext and hypermedia systems,, know how to send information across the network using various applications (text editors, graphics, HTML editors) and some utilities (archivers, encoder programs, etc.), and so on.

Only when such problems are fully solved will it be possible to put the system into practice as an effective teaching system in the field of distance education.

REFERENCES

1. Абдуқодиров А.А. "Масофали ўқитиш назарияси ва амалиёти" Монография. – Тошкент: 2009. Фан. – 145 б.

2. Бегимкулов У.Ш. Педагогик таълим жараёнларини ахборотлаштиришни ташкил этиш ва бошқариш назарияси ва амалиёти. Педагогика фанлари доктори илмий даражасини олиш учун ёзилган диссертация. – Т.: 2007. –305 б.

3. Kamalov, A. F. "Zamonaviy axborot texnologiyalarini masofaviy ta'limga qo 'llash." TDPU Ilmiy axborotlari 1.7 (2022): 429-433.

4. Kamalov, A. F. "Masofaviy o'qitish orqali infromatika fanining o'qitish metodikasini takomillashtirish." TDPU Ilmiy axborotlari 1.11 (2022): 75-80.

5. Камалов, Азамат Фарходович. "Масофавий ўқитишнинг моҳияти, хусусиятлари, дидактик тамойиллари ва турлари." Oriental renaissance: Innovative, educational, natural and social sciences 2.7 (2022): 539-544.

6. Toshpulatov, Raximjon I. "Modern methods and tendencies in teaching information technology." International Journal of Pedagogics 2.09 (2022): 43-46.

7. Khasanov, A. R. "LEARNING IS A COMPETENCY-BASED APPROACH AS A CONTENT UPDATE STEP." Galaxy International Interdisciplinary Research Journal 10.12 (2022): 217-223.

8. Khasanov, A. R. "Development of information competence of future informatics teachers as a pedagogical problem." Open Access Repository 9.12 (2022): 73-79.