

THEORETICAL AND DIDACTIC FOUNDATIONS OF DISTANCE LEARNING IN EDUCATION

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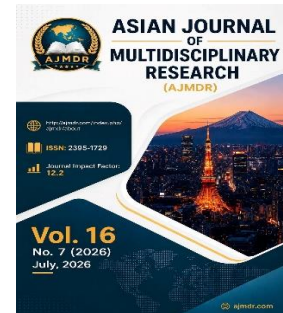
Abstract. This article is devoted to the theoretical and didactic foundations of distance learning in education, covering the essence, goals and objectives of distance learning, the opportunities it creates for teachers and learners, foreign experiences in distance learning, and various forms of distance learning.

Key words: distance learning, distance learning, theoretical and didactic foundations, foreign experiences, informatization, computerization, pedagogical personnel, professional opportunities, computer technologies.

The advent of Internet technologies has changed the situation that has remained unchanged for several centuries. This was manifested in the replacement of ordinary correspondence with e-mail, and libraries with websites. Now, instead of traditional forms of education, elements of distance learning have entered the education system. The introduction of modern information and communication technologies into the educational process, in addition to traditional teaching methods, has become a factor in the creation of a new form of education - distance learning.

In distance education, the student and the teacher, being spatially separated from each other, are in constant communication with each other using specially created training courses, forms of control, electronic communication and other Internet technologies. Distance learning based on the use of Internet technology provides access to the global information and educational network, performs an important set of new functions with the principle of integration and interaction.

Distance learning provides an opportunity for all those who wish to receive education to continuously improve their skills. In the process of such training, the

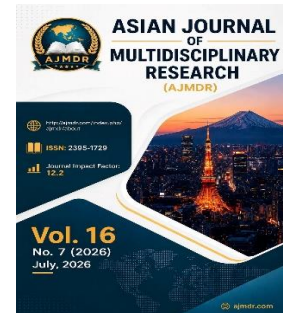


student independently masters educational and methodological materials in an interactive mode, passes tests, performs control work under the direct supervision of the teacher, and communicates with other students of the “vertical training group” in the group. Distance learning is a convenient form of training for those who, for certain reasons, do not have the opportunity to study in full-time departments of educational institutions, for example, for health reasons, who intend to change their specialty, or are older and intend to improve their skills.

Distance learning uses various information and communication technologies, that is, each technology depends on the purpose and essence of the problem. For example, while traditional print-based learning tools (textbooks, textbooks) are designed to introduce students to new material, interactive audio and video conferencing are designed to allow for timed interaction, e-mail, and feedback, i.e., sending and receiving messages. Pre-recorded video lectures allow students to listen to and watch lectures, while facsimile communication, instant messaging, and network-based assignments allow students to learn through feedback.

Based on the above, we will give descriptions and definitions of some terms that are repeatedly mentioned in the educational process. Distance learning is a form of education based on information and telecommunication technologies, such as correspondence and full-time education, which includes the best traditional and innovative methods, teaching tools and forms.

Distance learning is an educational system based on new information technologies, telecommunication technologies and technical means. It is a system that provides the learner with learning conditions and communication with the teacher based on certain standards and educational laws and regulations, and requires the learner to be more independent. In this case, the learning process does not depend on the time and place of the learner.



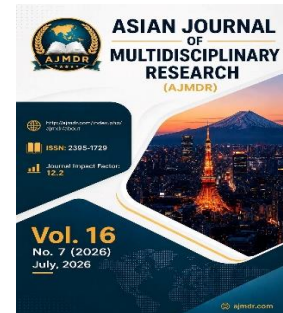
Distance education is an educational complex based on means of exchanging educational information remotely, in which the teacher provides educational services to all segments of the population and foreign students using a special information environment.

Distance education system is an educational system organized on the basis of distance learning conditions. Like all educational systems, the distance education system has its own structural purpose, content, methods, means and organizational forms.

Why is distance education needed? - It is natural to ask. The following can be listed as answers to this question:

- new opportunities in education (affordability of education, independence from time and place, etc.).
- limited number of students admitted to educational institutions.
- an increase in the number of people wishing to receive education.
- the emergence and development of high-quality information technologies.
- increased international integration.

Foreign experience. In foreign countries, a wealth of experience has been accumulated in distance learning. In 1969, at the initiative of the Prime Minister of England, G. Wilson, distance learning technology was formed, but distance learning arose much earlier, that is, during the formation of the first stable, regular postal communication. In addition, since 1858, they have been allowed to study independently, take exams for academic degrees in all specialties and all areas. Since 1938, the International Council for Distance Learning, and since 1982, the International Council for Distance Learning, have been operating as international educational organizations. The cost of studying in distance learning at open universities is 8-10 times cheaper than



studying in traditional institutions. For example, in England, 3,000 pounds sterling is paid for stationary study, and only 300 pounds sterling is paid for learning through distance learning. The cost of maintaining buildings, equipment and laboratories, the number of teachers, administrators and service staff will be reduced.

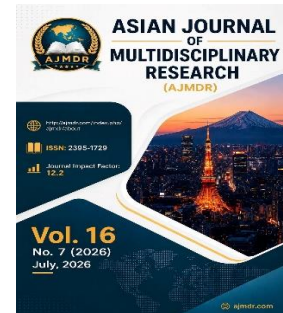
Courses, lectures or seminars held at a university are transmitted via telecommunication channels in the form of synchronous telecasts, video conferences, radio broadcasts to remote classrooms where students gather. In this case, one teacher works with a large audience of students at the same time. According to this model, distance learning has been organized at the University of Wisconsin, USA, as well as at the China Central Radio and TV University. We can widely use the remote classroom model to teach students all subject modules.

It should be noted that students are provided with advice through a network of branches, a telestudio and a computer network. The English language curriculum includes 130 courses, many of which are interdisciplinary.

Distance learning began to develop rapidly in the USA in the mid-1960s and in Europe in the early 1970s. This form of education is a purposeful interactive process of interaction between learners and teachers with each other and with teaching aids, in which the educational process does not depend on their spatial location. The educational process consists of small systems, that is, it takes place in a specific pedagogical system that includes such elements as the purpose, content, methods, means, organizational forms, control, educational-material, financial-economic, regulatory-legal and marketing.

How is distance learning established in Uzbekistan?

In accordance with the order of the Minister of Higher and Secondary



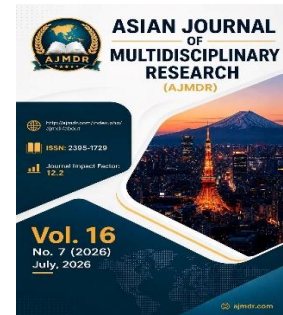
Specialized Education “On the introduction of distance learning in higher educational institutions” adopted on March 27, 2020, existing higher education institutions in our republic have begun work on the creation and launch of distance learning technologies.

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

- the general level of informatization and computerization of the country;
- the level of development of communication and transport facilities;
- the level of use of information and communication technology tools in the educational process;
- traditions used in education;
- the availability of scientific pedagogical personnel for the distance learning system and their potential, etc.

In general, the goals of distance education include:

- Creating equal opportunities for all students, pupils, and those wishing to receive education in all regions of the country and abroad.
- Improving the quality of education by using the scientific and educational potential of leading universities, academies, institutes, training centers, personnel retraining institutions, advanced training institutes and other educational institutions.
- Creating opportunities for additional education in parallel with basic education and main work activities.
- Meeting the educational needs of learners and expanding the educational environment.
- Creating opportunities for continuous learning.
- Ensuring a new level of basic education while maintaining the quality of



education.

Distance education can be considered as education characterized by the following five main conditions:

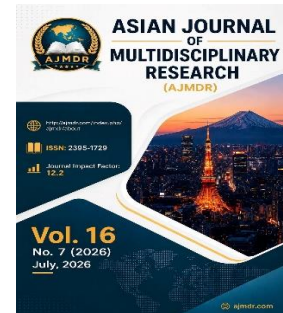
- the presence of a teacher and a student;
- the implementation of the educational process at a certain distance;
- two-way communication between the teacher and the student;
- the availability of special materials designed for distance learning;
- the provision of both parties with computers and other equipment and means of communication.

In 2001-2005, the Cabinet of Ministers issued a Resolution on the development of computer and information technologies, the widespread introduction of "Modern Computers" and information technologies into all spheres of the economy, science and education, the expansion of access to international information systems, including the "Internet", and the increase in the level of training of highly qualified specialists. In this regard, it is advisable to reform the educational system in all educational institutions, universities, develop and widely involve them in practice, study innovations and achievements in the educational systems of developed countries and implement them in our own.

It is currently the basis of the educational system of developed countries. Through this system, students have the opportunity to learn and communicate from a certain distance, rather than studying in a fixed classroom. Such an educational system is widely implemented in open universities in America and India.

There are various forms of distance learning:

- via a local computer network;
- via a global computer network;
- via special cable television;



- various types of use of CDs, cassettes.

The advantages of distance learning are as follows.

- saves the teacher and student time;
- brings the student closer to modern technologies;
- has comprehensive economy;
- of course, the main thing is that in teaching, distance does not matter;
- is convenient, easy and simple for students to learn;
- has the ability to relearn, repeat, adapt to time;
- is suitable for subsequent implementation in the workplace using modern

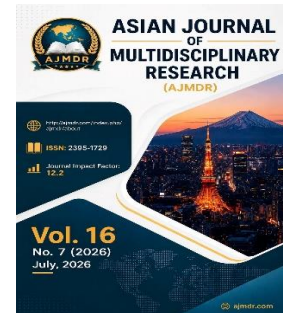
technologies;

- has the ability to quickly and constantly change educational material in accordance with the needs of the time.

- Opportunities and advantages of distance learning for educators and learners.

- Opportunities for learners. The development of personal computers and the Internet has changed modern life in many ways. Year after year, modern educational conditions in schools are improving. Once upon a time, high-tech secondary schools in Uzbekistan were equipped with film projectors and slide projectors, but today our schools are equipped with modern computers, portable devices connected to the Internet, and high-tech electronic tools for students, teachers, and administration. Thanks to these technological advances, new modern classroom models have appeared in Uzbek schools. Providing schools with computers has opened the door to new educational opportunities.

Opportunities for educators. Online learning also serves as a methodological support for teachers' professional development, which gives teachers, like their students, access to the professional resources they need to continue their education. If independent professional development via the Internet is implemented correctly,



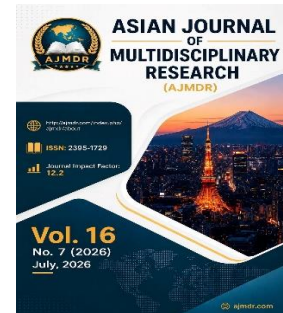
every teacher, regardless of their experience, will have the opportunity to learn the best educational resources. They can follow highly qualified mentor teachers in a virtual network, prepare for situations with effective strategies in the most difficult situations, and exchange ideas with them.

Independent distance professional development allows teachers to expand their professional competence without leaving the classroom. Teachers who do not have regular access to quality professional development to develop new skills can now learn best practices online. In addition, teachers can engage in their favorite activity - teaching - outside of school. For example, a German teacher could offer her services to students from other schools if there are no students interested in learning German at her school. Experienced teachers, even if they do not have positions in their schools that require the use of these talents, can expand their professional opportunities by participating as online mentors for colleagues and young teachers.

In conclusion, online learning can expand the scope of the profession by making it more flexible, creative and, in short, more professional. This leads to the formation of online communities of subject teachers.

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