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ISSUES OF THE ORGANIZATION OF DISTANCE EDUCATION IN HIGHER EDUCATIONAL INSTITUTIONS

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Abstract

This article discusses the organization of distance learning. The author has collected the opinions of various scientists about distance learning and draw conclusions based on polemics. In addition, the author discussed the stages of distance learning and the use of the Moodle system in distance education. At the end of the article, conclusions and suggestions are developed for improving the organization of distance learning.

Key words: University, Distance learning organization, Distance learning stages, Moodle distance learning system, Standards and Innovation.

1. Introduction

In connection with the realities of today, the relevance of distance learning lies in the fact that the results of social progress are now concentrated in the information sphere. Now the era of computer science has come. The stage of its development at the moment can be characterized as telecommunications. This area of communication, information and knowledge. Proceeding from the fact that professional knowledge is aging very quickly, their continuous improvement is necessary. The remote form of education now offers the possibility of creating systems for mass continuous self-study, universal exchange of information, regardless of the availability of time and space belts. At the beginning of the third millennium, there is a transition from the industrial to the information society, in which knowledge and information become the main productive forces. The information society significantly changes the education strategy, and its most important feature is the widespread use of information technology (Holmberg, 1981).

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The most important task of higher technical education today is the formation of future workers and researchers in scientific thinking, the skills of independent assimilation and critical analysis of new information, the ability to build scientific hypotheses and plan an experiment to verify them. The solution of this problem is not possible without widespread use of new information technologies. Information resources have become a new economic category that determines the next upsurge in scientific and technological progress (Rumble Greville, 1992). In the information society, intellectual processes become massive, and more than half of workers in developed countries are engaged in intellectual activity. The increased information flows and high-tech industries make high demands on the worker of the 21st century. In addition to high professional competence, a worker of the 21st century must master modern information technologies and actively be able to use them in his work. Due to the fact that knowledge in modern society is rapidly becoming old and unsuitable, in other words, obsolete, modern employees need to constantly improve their skills. At the same time, professional development and retraining of personnel in most cases should be carried out without interruption of activities, which becomes

possible with the use of open education technologies. Consumers of educational services are not only schoolchildren and students, but also a significant part of the adult population of the country. As a result, there is a sharp increase in demand for educational services in the modern world. In connection with all of the above, a need has arisen for a remote form of training, which is characterized by great flexibility.

2. Literature Review

An analysis of available scientific publications based on information and communication technology has shown that the use of such a teaching method in the educational process has been regarded as a problem with the transition to a new world of pedagogical technologies and significant progress has been made in this regard. A range of foreign experts are studying distance learning issues. Particularly, Keegan (1986), Holmberg (1981), Rumble Greville (1992), Pollat (2002), Andreev and Soldatkin (1999), Romanov (2000) and Tikhomirov (1997) and others have shown ways to use distance learning technologies in educational practice. Some aspects of distance education have been studied in the scientific works of scientists from the CIS countries such as Bardina (2011), Polat *et al*. (1998), Arkhipova and Selivanov (1997). It is possible to do business. On the study of some theoretical, methodological and practical issues of effective use of information and communication technologies (ICT) in distance learning, one of the leading scientists from foreign countries (Romanov, 2000; Nazarova and Polat, 1998) and the contribution of others. Some aspects of this problem are a number of major scientists of our Republic, Gulomov *et al*. (2004), Khodiev *et al*. (2002), Begalov (2000), Abdukarilov and Pardaev (2009) and others. Issues of development of marketing research on the autotransport system was investigated by Berdiyorov (2019), issues of textile production competiveness were investigated by Ergashxodjaeva, Kyvyakin (2018) and Tursunov (2017).

Overall, an analysis of distance learning shows that these studies are primarily non-systematic, and are characterized by descriptive characteristic of distance education and its composition in some subjects. In addition, distance learning concepts, models, feedback and knowledge assessment, knowledge acquisition and organizational and economic issues are insufficiently studied. In this context, the importance of working out the necessary conclusions and scientifically - suggestive proposals to address these issues determines the relevance of the selected research topic. Distance education is distance learning, with distance between teachers and educators. The distance learning process in distance learning is provided by modern information and telecommunication technologies. For example, in the United States, more than 50 percent of universities use remote online training as an integral part of the learning process. The distinctive feature of distance education is the opportunity for independent learning of students. During the distance learning, trainees are widely used by all types of information and communication. Distance learning did not happen at once and completely. The process of its development gradually took place. With the emergence of new technologies of education, it has been used in the distance education system, and its various forms are civilized. Nowadays, a model based on fully multimedia content, including various generations and multimedia content, has emerged. All this is the result of the fact that technology is not replaced by each other, but by the fact that each one of them fills one another.

3. History of Distance Learning Technology

Distance learning technology was formulated in 1969 by the initiative of the British Prime Minister G. Wilson. However, distance learning has been created long ago, ie at the time of the first stable, regular postal service. Starting from 1858, all the students in the University of London were allowed to take their independent knowledge, apply for a degree in all areas and in all fields. Since 1938, the International Council for correspondence education has been functioning, and since 1982, a well known international education organization called the International Council for Distance Education has been functioning. Out-of-school tuition fees are 8-10 times lower than

in traditional institutions. For example, in the UK it is paid 3000 pounds, and distance education is only £ 300. Distance education, equipment and laboratory costs, staff, administrators and service staff in the distance education will be reduced in distance education. The English Language Curriculum includes 130 courses, many of which have interdisciplinary links. Distance education began in the United States in the mid-1960s and Europe in the 1970s (Atabaeva, 2017).

The concept of distance learning Research of distance learning literature and regulatory legal acts has shown that different definitions of the essence of distance education are given. The concept of distance education is described by many authors. Distance education is a new step in the field of correspondence education, which provides the application of information technology based on the use of personal computers, video and audio techniques and fiber optics (Domracheev, 1994). Distance education is a form of education (daytime, post-secondary, extramural), using information and communication technologies (computers, telecommunications, multimedia) and scientifically - based teaching methods (Abdukodirov and Pardaev, 2009). Distance learning is a one-to-one process that is facilitated by a teacher and student using interactive (interactive), asynchronous or synchronous interconnections, and a learning tool, which has been adapted to their spatial location in an invariant and timely manner (Ibragimov, 2007). Distance learning is a learning process that focuses on specific topics, curriculum subjects, and provides information exchange between learners, teachers, and learners, with modern information technologies (audiovisual tools, personal computers, telecommunications) maximized. Distance learning - a systematic, targeted, systematic education that is far from the teacher's location. Teaching and listening processes are not only distant, but also timely (Gulyamov *et al*., 2004). Distance Education - is a universal humanitarian form of education, based on the use of a wide range of traditional, new information and telecommunication technologies and techniques, allowing the learner to freely choose the curriculum appropriate to the standards, to exchange views

with the teacher, the learning process and is not dependent upon the time of receipt, and is not available to the educational institution, but is routinely provided by a teacher or a certified person (toutors) with the ability to learn (Khodiev *et al*., 2002). Distance learning is a system of distance learning that aims to achieve and validate a certain level of education that is the basis for the next creative and working career of the trainee. Obviously, in the above definitions, the distance learning process demonstrates the ability to interact with the learning process and because of an inconvenience in life (even when it is not timely) during the study, even if the participants in the learning process are not too long (in a city, district).

4. Development of Distance education in Uzbekistan

For the development of distance education in Uzbekistan it is necessary to solve a number of problems. It is necessary to raise the level of computer literacy of the population in the country. This applies to both teachers and students. There is an idea of how to work with a computer connected to the global network and how to work with it. In their turn, teachers believe that it is not necessary to devote more time to the development of distance learning technologies than traditional teaching.

The country must define the requirements for the content, form, curriculum of distance learning. E-learning develops the principles of certification of creators' copyright protection, organization and management of educational process, logistics, economic mechanisms, normative and legal requirements, requirements for reading technology in Internet, requirements for telecommunications, distance learning institutes, virtual universities and others should be stated. Moreover, it is necessary to take into account that it is impossible to train specialists in all specialties using remote technologies.

As a result of the introduction of the system of open distance learning the following social problems are solved:

- Artificial boundaries of education are lost
- Creates conditions for adaptation of the labor market to employment with

additional education (training, retraining) in the economy

- Creates an educational system characterized by the integration of selected subjects and scientific fields in order to form a complete and full picture of the world, allowing the student to overcome deficiencies in the existing education system
- Increasing the quality of education, taking into account individual and social order requirements, and enhancing the competitiveness of graduates in the labor market
- Optimization of the financial flows in the education sector
- The development of international relations in the field of educational technologies, the opportunity to share experience and latest achievements.

In Uzbekistan, a number of measures have been undertaken to solve remote education problems and to establish distance learning in the country in recent years. In particular, on May 21, 2018, the Order of the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan № 447 "On the organization of educational process on the basis of electronic educational resources in special correspondence education" was adopted. It is planned that from the beginning of the new academic year the students will be able to independently study distance learning for the correspondence department of pedagogical. Thus, the introduction of electronic education in Uzbekistan for the first time ever has been officially announced. Because of the fact that the processes associated with the organization of e-learning were first used in the practice of the higher education system, a number of organizational processes related to the establishment of distance education were implemented.

Organizational processes for e-learning in Uzbekistan have been implemented in five stages.

At the first stage, professors and teachers of higher education institutions were trained using distance learning courses using webinar technology to teach them how to create electronic learning resources.

At the second stage, responsible teachers and staff have created eight different pedagogical training resources. This includes video lectures, theoretical information for independent learning, interactive elements for laboratory work, interactive elements and test questions.

In the third stage, the curriculum developed by the responsible professor - teachers will be reviewed by the Coordinating Council. E-learning resources approved by the Coordinating Council were posted by the faculty on the platform (mooc.edu.uz).

At the fourth stage distance learning was provided for the teaching staff of the special correspondence department of higher education institutions on the use of electronic education system.

At the fifth stage the students of special correspondence department used electronic education system. Training sessions of special correspondence department students started on the basis of the curriculum. Today, all electronic resources are created and put into platforms (The concept of creation and development of distance education in the Republic of Uzbekistan, 2008).

In addition, the Resolution of the President of the Republic of Uzbekistan "On additional measures to improve the system of training, retraining and advanced training of personnel in the field of corporate, project management and public procurement" was focused on the issues of distance education in Uzbekistan. Based on this decree, the institutions of higher education, postgraduate education, retraining and retraining institutions in the country have the right to organize distance learning irrespective of their form of ownership and subordination. Based on this resolution, the National Agency for Project Management in cooperation with the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan has developed the Regulation "On the order of distance learning in higher education

institutions, postgraduate education, retraining and advanced training institutions".

In addition, the Ministry of Innovative Development of Uzbekistan (UZINFOCOM) is developing a project on the launch of the Far East Higher Education Institution - "Kelajak Universiteti" in Uzbekistan. It is planned to open in Uzbekistan the distance learning institute - "Kelajak Universiteti" with participation of foreign investors, such as CityU MOOK (Hong Kong), UdacityX (USA), Open Polytechnics (New Zealand) and MOOC Iversity (the Netherlands). This project envisages introduction of advanced pedagogical and information technologies, latest scientific achievements and techniques in the process of higher education. For this purpose, it is required to create conditions for the study of electronic information and learning environments, including electronic information and educational resources, and to ensure that (up to 50,000 students annually) students have access to educational programs, regardless of where they are.

According to statistical data, in 2016, 663,000 applicants applied to the University, 57.9 thousand of them (9% of those who did not). This figure is 93 in South Korea, 85 in the US, 71 in Iran, 68 in Germany, 28 in Tajikistan and 25 per cent in Azerbaijan. Taking into account the fact that most higher education institutions are located in the capital, 73,400 students are forced to lease because of the lack of student dormitories in Tashkent. The opening of the "Kelajak Universiteti" will take into account this problem, and the opening of branches in the regions, equipped with necessary equipment, computers and other equipment, Internet access (Davletova Ya and Mamadalieva, 2015).

We recommend using a number of ways to improve the distance education in Uzbekistan. We recommend the use of an e-learning course based on the modular object-oriented dynamic learning environment Moodle (Modular Object-Oriented Dynamic Learning Environment) and on the basis of the created training course "Economic theory" describes the principles and capabilities of the Moodle system. The LMS Moodle (Learning Management System) software is a free learning management system and provides rich functionality for providing access to materials, organizing consultations and conducting the learning process.

The development of courses is divided into two large blocks: creation of design and creation of media components. Under the design we mean the selection of colors, fonts, graphics, general design and style of writing text. As you know, colors in design play a huge role. They exert a strong influence on the creation of the necessary atmosphere and on the perception of the material. Graphics, namely: images, graphics, schemes, in the electronic training course are designed to dilute the dry text and promote understanding and perception of information. Graphic components should be selected in such a way that they do not distract the user from the main occupation - learning the teaching material. The creation of media components is another big block that makes up the development of an electronic training course. The main media components used for educational purposes: video, audio, presentations, animation and simulators (based on Macromedia Flash technology), charts, graphs, drawings, automatic tests. To organize the virtual learning environment, we used the version of "Moodle 3.0" and it was installed and tested. As a pilot training course with the help of the "Moodle" system, a training course "Economic theory" was created.

5. Conclusion

The only condition for the user is the availability of Internet access, the Google Chrome browser, Internet Explorer or Mozilla family browsers. In particular, the editor for visual editing of texts (WYSIWYG) will not be loaded. To work with educational materials, you may need standard MS Office applications (Word, PowerPoint, Excel, Access), Acrobat Reader and others. The course contains elements of the course, such as lessons, a task, a survey, a test, a forum, seminars, questionnaires, a glossary, and resource catalogs. In the system, students can learn the elements of courses, participate in the forum, ask questions to the teacher, take tests, download available resources,

change their personal data and change their password. The teacher is also available all the necessary statistics in the process of work. In particular, when entering the system, he sees the disciplines assigned to him by students asking new questions or sent works for verification.

Thus, the electronic training course "Economic theory" was developed on the basis of the experience of creating training courses using information and communication technologies in the modular object-oriented learning environment Moodle. Students will be able to truly learn, gaining access to many e-course resources. The teacher will be able to effectively organize the learning process using the capabilities of Moodle. The Moodle platform is simple enough and friendly in terms of interface. In the future, it is planned to improve the electronic course using multimedia tools. Such e-courses play an important role in the organization of distance education. It should be noted that the system will not work fruitfully unless you involve highly qualified technical specialists, as well as teachers with preliminary training in the field of ICT and familiar with new pedagogical technologies. In the future, with the growth of the number of system users, significant investments are required to purchase web servers.

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