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Distance Learning as a Factor of Creating Wide Opportunities

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Annotation: In the article, distance learning technology is a goal-oriented interactive process of interaction between learners and teachers with each other and with teaching aids, while the learning process does not depend on their geographical spatial location. The educational process consists of sub-systems, ie a specific pedagogical system that includes elements such as the purpose, content, methods, tools, organizational forms, control, educational, financial-economic, normative-legal and marketing, the direct production process of educational technologies analysis of scientific sources on the use of distance learning in the development of students' learning competencies, competency qualities, learning competencies , the essence of the concepts of distance learning, models of distance learning, principles, stages of implementation of distance learning, the content of the requirements for distance learning are analyzed.

Key words: programming, distance, region, research, competence, education, process, technology, innovation, model, principle, concept, stage, analysis, approach to development.

Introduction. The rapid penetration of innovations into the education system in our country, the determination of global information in modern conditions, encourages every student to have a large amount of information. Today's young people have the same information about their personal development, intellectual development, development of existing abilities, consistent work on themselves, professional development and the pursuit of theoretical ideas of creativity, humanism. creates an increase in interest. Gradually but steadily evolving educational technologies over the last century have been aimed at directly supporting the production process, improving the quality of education, increasing efficiency, providing highly intelligent, mentally stable, competitive professionals. The issues of defining the priorities of the systemic reform of higher education, raising the process of training highly qualified personnel with modern knowledge and high moral and ethical qualities to a qualitatively new level, modernization of higher education, development of social and economic sectors based on advanced educational technologies It is of great importance in building a perfect education system based on its rich spiritual potential and universal values, as well as the latest achievements of modern culture, enlightenment, science, engineering and technology.

For an innovative approach to the educational process and the introduction of distance learning technologies, students and educators must be able to demonstrate not only the skills of using information technology, but also the skills of collecting, summarizing, processing and transmitting information, developing skills based on innovative approaches. A special role in this process is played by education and information and communication technologies, which are a leading tool in raising the education system to a qualitatively new level, as well as the most adequate (appropriate) response to the needs of the state and society, the labor market. The process of developing students 'learning competencies in the educational process, as well as the requirements for the formation of students' professional training, show the existence of the following contradictions in this regard:

- inadequate professionalism of teachers in the organization of educational work to develop students' educational competence, the need for forms and opportunities for active learning and the full satisfaction of social needs, as well as the organization of the educational process in accordance

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with the requirements of the credit-module system of higher education - Lack of pedagogical training;

- lack of conditions for students to make full use of the effective potential of distance learning technologies and interactive teaching methods in the development of educational competence and to independently choose modern means.

In the system of higher education there is a mismatch between the lack of pedagogical conditions, mechanisms, methods and technologies for the development of students' learning competencies, the lack of participation of students as subjects of professional development. The main source and cause of such imbalances is the imperfection of the existing system of professional and pedagogical training, the development of student learning in the credit-module system of higher education.

Main part. Modernization of the education system, changes in the education system make it necessary to develop the professional competence of the staff of the educational institution. At present, the state educational standards of higher education are being introduced, and innovations are being widely introduced in the content and technology of education aimed at improving the quality of professional training of students.

It is a set of a number of competencies in the field of independent cognitive activity of the student, including elements of logical, methodical, general learning activities that are interrelated with real known things. This includes goal setting, planning, analysis, reflection, and self-assessment in learning activities. Within these competencies, appropriate functional literacy requirements are identified: distinguishing evidence from suspicion, having measurement skills, using probability, statistics, and other cognitive methods.

During the learning process, students' ability to engage in independent creative activity increases and the teacher's need to transfer knowledge decreases sharply.

One of the promising ways to solve this problem is distance learning, which focuses on the development of creative abilities, creative ability and creative-cognitive activity.

Distance learning is an effective and increasingly popular form of education in the development of students' learning competencies. The rapid development of information and communication technologies in modern conditions has created favorable conditions for the use of their potential in the educational process. At present, leading foreign countries have accumulated rich experience in distance learning.

Distance education is a form of education based on the use of educational resources based on traditional and innovative forms, methods, tools in the provision of educational services, distribution and delivery of educational products from a particular point of view through information and communication means.

Distance learning technology is a goal-oriented interactive process of interaction between learners and teachers with each other and with teaching aids, while the learning process does not depend on their geographical spatial location. The educational process consists of sub-systems, ie a specific pedagogical system, which includes elements such as the purpose, content, methods, tools, organizational forms, control, educational-material, financial-economic, normative-legal and marketing.

The system of distance education uses productive, reproductive, problem-solving, heuristic and scientific research methods. The following are used as teaching aids in this system [4]:

- books (in printed and electronic form);
- didactic materials;
- computer training systems (simple and multimedia);
- audio educational information;
- video training information;
- virtual stands;
- trainers;
- database;
- hardware - radio, television, tape recorder, video recorder, film projector, slide projector, video projector, overhead projector, computer, Internet, etc.

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The participation of another student instead of the student is based on the organization of surveillance videoconferencing in the distance education system in order to prevent the submission of test assignments instead.

According to the distance education system, classes are organized in the form of lectures, seminars, laboratory classes, course work, tests, exams, consultations, independent work.

While pre-recorded video lectures allow learners to listen and watch lectures, facsimile communication, messaging, and the rapid exchange of assignments over a network allow students to learn through feedback. In modern conditions, the role of telecommunications - printed texts, audio and video - is being replaced by electronic educational and information resources, programs.

The following are described as organizational and methodological models of distance learning:
- external training;
- teaching on the basis of one university;
- cooperation of several educational institutions;
- autonomous educational institutions established for the purpose of special distance learning;
- autonomous training systems;
- informal integrated distance learning based on multimedia software;
- unity model and others.

Results and discussions. By the nature of the national education system of the Republic, the minimum requirements for the content of education are based on knowledge, skills and qualifications [1]. If we look at the analysis of the concept of "competence", we can see that this concept did not arise by chance.

According to the well-known scientist NA Muslimov [3], "competence" does not mean the acquisition of individual knowledge and skills by the student, but the acquisition of integrative knowledge and actions in each independent direction. In terms of the requirements for the level of professional training of graduates, competence means the ability of students to apply a set of knowledge, skills and methods of activity in a specific situation.

Therefore, "educational competence is the activity of activating students in the context of modernization of education, aimed at strengthening the motivation to acquire knowledge, skills and abilities, their cognitive activity and independence to acquire the necessary qualities for the future specialist" [8]. A.V.Xutorskoy.

The role of distance learning in the development of students' learning competencies in the educational process is invaluable [12]. The distance learning process is independent reading and develops the student's ability to think independently, draw conclusions and make predictions. The concept of distance learning is interpreted and defined differently [6].

According to AA Abdukadirov: Distance education is one of the forms of continuing education, which consists of a set of organizational and methodological support aimed at meeting the needs of users in education, information resources, information resources, dialogue statements aimed at ensuring the right to education and information. [2].

According to Scott Robert, distance learning is a unique, advanced form of learning that is based on new information technologies and multimedia systems, and modern means of telecommunications and electronic publications allow to overcome the shortcomings of traditional forms of learning and retain all their advantages [7].

Distance education models. Currently, the following models of distance education are available in developed countries [9,10,11]:

1. Primary model (it serves only the organization of distance learning; it does not require full-time education; education is organized remotely in all cases; teachers and students have the right to freely choose the form, methods and means of educational activities; there are no boundaries; regional centers have been set up where students can consult with teachers and take final exams; the United Kingdom Open University operates on the basis of this model).

2. Secondary model (according to which education is organized partly in higher education, partly on the basis of distance learning; in both cases the schedules, curricula, examinations and assessment criteria are the same, focusing on practical experience, research of pedagogical innovations; the University of New England (based on this model).

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3. Mixed model (a model based on the integration of different forms of distance learning, several forms; students learn distance learning courses and university programs in parallel; traditional courses include virtual seminars, presentations and video lectures; such integrated courses It will be held at Massey University (New Zealand) in New Zealand.

4. Consortium (Latin "consortium" - "partnership", "joint participation"; an association of two universities that form distance education; universities exchange teaching materials or perform certain tasks by sharing; m: one university for distance learning while the latter provides virtual study groups with teachers or accredits distance learning programs; in this case, the university, its centers, faculties, NGOs, government agencies can cooperate with universities; the Open Learning Agency (Canada) based on the model).

5. Franchising ("franchise" - "license", "law"; the right of mutual universities to organize distance learning courses organized by each other; on the basis of this model, students are admitted to the consortium, even if they study at a particular university) A number of Eastern European universities that have partnered with the Open University Business School, Great Britain, have the right to receive quality educational services to the extent that a member of a leading higher education institution receives, as well as a diploma; activities).

6. Validation (visual "validation" - "satisfaction"; satisfaction of the needs of consumers of educational products, educational services or the education system; one of them is accredited for diploma validation, the other is accredited for training courses and programs, and the third is responsible for issuing sample diplomas and certificates, awarding academic degrees, etc.).

7. Remote auditoriums (according to which modern information technologies and innovative educational tools are widely used; training courses, lectures and seminars organized in one higher education institution are transmitted to educational auditoriums of remote educational institutions by means of telecommunication in the form of synchronous television, video conferencing and broadcasting; the teacher works with a large audience of students at the same time; this model of distance education is used at the University of Wisconsin (USA), China Central Radio and Television University (China Central Radio and TV University).

8. Projects (it is intended for the implementation of a comprehensive project within the framework of state educational or research programs; the main focus is on the formation of a scientific-methodological center consisting of leading specialists, staff, teachers and scientists who organize distance learning courses; distance learning courses are delivered to a large audience in a particular country; the project is completed (completed); in developing countries in Africa and Latin America can be an example of this model, organized by various international organizations in agriculture, agrotechnology, ecology).

Principles of distance education. Distance education is also organized on the basis of certain principles of the profession of all types of education. They [5]:

1. The principle of interactivity (it does not provide communication between student and teacher, but creates interaction between students).

2. The principle of basic knowledge (in the distance learning system it is important that students are prepared in advance, provided with technical means - computer, model, electronic board, etc., connected to the Internet, have the skills to work effectively in the system).

3. The principle of individuality (this principle represents the conduct of entrance and intermediate controls in the real learning process, the development of individual curricula based on the analysis of their results).

4. The principle of identification (it is a form of independent monitoring of learning outcomes in the system of distance learning, which involves the use of direct communication videoconferencing in the study of the level of BKM of students, the use of effective technical means for this purpose).

5. The principle of time-based education (according to which the training schedule is strictly planned and strict adherence to the planned schedule is controlled).

6. The principle of transparency and variability of education (distance learning is convenient for students of different ages, open learning planning; free choice of time, pace and place of study; characterizes the ability of materials to change regularly).

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7. The principle of pedagogical purpose of the use of modern information technologies (according to which the appropriate use of existing technical means in the design, creation and organization of distance education should be analyzed and possible errors in their use should be avoided).

Stages of implementation of distance learning. The organization of distance learning in educational institutions is a specific process. Naturally, each process takes place in certain stages. The stages of the organization of distance education are as follows [13, 14, 15, 16, 17]:

1. Phase of analysis (it analyzes the need of the educational institution for the organization of distance learning, the number of students, form of education, methods and tools, technical, software and human resources required for the project, the economic basis of the project).

2. Design phase (in which the scope of work and technical tasks are designed as a result of the analysis).

3. Implementation phase (at this stage, the software for managing the distance learning process is installed on the appropriate server, the domain is selected according to the system; training on the use and maintenance of software for managing the distance learning process is organized).

4. The stage of creating educational content (in which one of the main elements of distance learning in collaboration with experts in the field - the creation of educational content, which is examined by experts).

5. Start-up phase (in which the distance learning process is launched; the learning process is constantly monitored; system security is monitored).

6. Development phase (in which the existing shortcomings are corrected at the above stages, new training courses are created, technical capabilities are expanded, the scope of work related to the development of the system is carried out).

Distance learning technologies - is a set of forms, methods and tools aimed at ensuring that education is based on a defined content [18, 19, 20].

These technologies include the provision of educational information, the transmission of educational information, and the storage and processing of educational information. Electronic information and educational resources play an important role in distance learning technologies. They are: Working Curriculum of Science; Training and working instructions; Electronic textbook and manual; Electronic teaching and information complex; Electronic lecture texts; Electronic methodical manual; Exercise kits; Problem sets; A set of assignments for practical training; Methodical instructions; Albums, atlases; Chrestomathy; Digital video recordings; Imitation simulators; Virtual stands; Electronic dictionary and reference books; Audio and video materials; Visual animations; Project works (samples); Presentations; Multimedia products; Open on-line courses; A set of documents on the organization of pedagogical practice (Regulations on the organization and conduct of pedagogical practice, tasks of pedagogical practice, criteria and indicators for assessing the practical activity of students); Control work (set of test questions, practical assignments, laboratory tasks, creative projects); List of additional publications on fpn; A list of special sites for independent study of science, etc is calculated.

Requirements for distance education. However, distance learning technologies must be able to meet the following additional requirements:

1. Adaptation (means the need for the learner to be able to adapt to the learning process according to their personality, living conditions, financial situation, psychological and physiological characteristics).

2. Economic adequacy (this requirement means that the amount of funds in the financing of the education system is limited).

3. Variability (it means the need for rapid, consistent, continuous updating of the quality and content of education, modernization of teaching resources and materials).

4. Control (represents the importance of quality control of learning outcomes at all stages of training, identification of the listener)

The application of information technology in the educational process places high demands on the professional development of teachers working in this system. With the advent of the teacher in

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the system of professional development, the subject of education becomes the object of learning, and the nature of the interaction in the learning process changes.

Conclusion. By creating and establishing a system of distance learning, the transmission of information through self-learning in the learning process leads to the process of the emergence of new knowledge.

The use of information technology and telecommunications in the field of distance education can get the maximum benefit only when other components of the technical, technological, informational, normative, organizational and distance learning process are developed in harmony.

With the emergence of new technologies of education in distance education, its various forms are being developed in the education system.

So far, it has taken the form of a fully multimedia-based model that includes different generations of distance learning technologies and multimedia. All of this is the result of technologies complementing each other, not replacing each other.

In the process of organizing distance learning, it is important to pay special attention to:

- selection of specific subjects in the educational process, as well as the appropriate model of distance learning:

- preparation of a set of training materials for the organization of distance learning;

- material and technical support of the organization of distance learning;

- assuming that the learner works diligently on himself / herself, mainly independently, using computer technology.

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