

# Interaction Of Distance Education Processes to General Secondary Schools

**Kazimov Jamshid Shamshidinovich**

Doctor of Philosophy in Pedagogical Sciences (PhD)

Gosudarstvennogo pedagogicheskogo instituta

imeni Mukimi, Kokand city, Uzbekistan

[jamshidkazimov@gmail.com](mailto:jamshidkazimov@gmail.com)

**Annotation:** This article provides information on the importance of analyzing the system-specific features of each process, considering the interdependence and interdependence of educational and pedagogical processes organized in general secondary schools.

**Keywords:** lecture, seminar, practical training, circle work, excursion, round table, meetings, distance learning

The effectiveness of distance learning (online, offline) processes is a component of the general secondary education system (lectures, seminars, workshops, clubs, excursions, round tables, meetings, competitions and contests in science, art festivals, conferences, etc., which are traditional lessons). The fact that activities in various other areas have a significant impact on the process of independent learning, self-education) confirms that the processes of distance learning (online, offline) also have system-specific features.

To substantiate the systemic features of distance learning (online, offline) processes, it is important to analyze the systemic characteristics of each process, considering the interdependence and interdependence of educational processes organized in general secondary schools.

According to the literature, "speech" is an Arabic word meaning "written statement, application, notice, as well as public speech on a topic" [1].

The lecture is one of the main forms of teaching and educational processes and is organized to provide theoretical information on a particular topic. The report should serve to reveal the achievements of science and technology in the chosen topic and to draw the attention of listeners to the complex questions related to it and find answers to them, as well as to coordinate their active activities based on the formation of creative thinking [2].

Lectures should emphasize the specific purpose of the study of the topic, explain the content of the subject, as well as connect with the topics studied in the process of independent learning and concepts that are important in the process of educational relations. In this case, the effective use of dialogue, question-answer, feedback, conflict situations, analogies and other methods is of particular importance [3].

In the educational process, which is traditionally organized at the University, lectures can be organized mainly in extracurricular activities, at various events, conferences and pedagogical readings for teachers and students.

Although the lecture is not one of the main forms of educational processes in the university, in some cases, the lecture process can be considered a complex and multilevel process, as it has systemic features.

Lectures are characterized by systematic development and improvement, the process of lectures is characterized by the emergence of interaction processes as a result of gradual, step-by-step development and updating of the content. The resolution of the student-teacher relationship in the interaction process determines the effectiveness of the lecture process.

The interaction in the process of lecture sessions, the teacher's sincere relationship is mainly aimed at ensuring the activity of students based on the development of interest, the gradual transition from a hierarchical relationship to a subject (teacher) - subject (student) relationship.

Like all traditional lessons, the novelty, reliability and validity of the information in the lecture process, as well as compliance with the requirements of state educational standards are the factors that serve the effectiveness.

In the course of lectures, students are more likely to lose interest and desire for independent learning and self-education, as most students may not be able to master the information provided by the teacher, which in turn requires a high level of pedagogical skills from the speaker.

System-specific features of lectures The level of explanation of the content of the topic studied in the course of the lecture and the approaches used have a significant systematic impact on the process of future practical training and independent learning and educational relations.

One of the important tasks of the teacher in the lecture process is to identify and objectively assess the initial understanding of all students, and the limitations of the speaker's abilities in the situation create risk, which in turn significantly affects the effectiveness of other forms of education.

One of the golden rules of pedagogy is that a particular method of teaching cannot be applied in arbitrary situations, that is, it cannot claim universality. That is, according to the content and specifics of the topics studied, it is necessary to use several educational technologies and methods in a certain situation, interrelated and in a certain sequence, and it is important to pay attention to the possibility of parallel study of topics in the lecture. All the approaches and methods used serve to form a subject-subject relationship based on student engagement to ensure effectiveness.

The effectiveness of student activities depends in many ways on their interest, level of initial understanding, and students' propensity to receive news as well as emerging situations.

The formation of a favorable learning environment in the course of lectures highlights the need to implement a situational approach. In this case, the structure of the lecture should consist of several stages, that is, it is desirable to include an introduction, a description of the content of the lecture and the final parts.

In the introductory part, it is important to introduce the purpose and plan of the lecture and the recommended literature in order to stimulate students' interest and coordinate their activities.

In the process of narrating the content of the lecture, special attention should be paid to identifying and objectively assessing the basic concepts of students, substantiating the need to master the concepts to be studied. serves to create opportunities.

In the organization of integrative lectures, the educational process should be considered as a whole, a dynamic system, and the design of educational content should take into account the integration of topics based on the sequence, ie the study of each topic in relation to the content of the topic [4]

Seminars, which are one of the main forms of education and upbringing in the university, are organized to develop students' independent learning based on the concepts given in the course of lectures.

According to researchers, training is one of the most important methods in ensuring the effectiveness of the educational process.

In the educational process organized on the basis of this method, students develop communication skills. As a result of students' interaction during the training, they develop the skills to use different methods of communication [5].

In the organization of seminars, business games are one of the most active methods of teaching thinking in the direction of solving non-standard problems, the formation of creative qualities of the individual, the educational process is based on the integral unity and interaction of logical and emotional thinking, and the active participation of students in solving various problems. The experiences learned during the activity game, along with building students' self-confidence in positive problem-solving, prepare them for management activities and innovative activities, and develop their creative thinking [6].

In addition to mastering the basic concepts, the students involved in the business game process analyze their content, significance, and necessity, draw conclusions based on the results of the analysis, and develop recommendations. During the activity game, students' basic concepts, worldviews, skills and abilities are determined, and tasks are coordinated according to the situation.

The activity game develops students' level of reflexive abilities and capabilities as well as their creative and creative thinking [7].

Based on the above information, it is important to use a systematic approach technology in order to ensure the active participation of students in the process of practical training, to develop independent thinking, to encourage direct communication with peers and teachers, to create opportunities for free expression.

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