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Organization Of Innovative Activities Through Distance Education

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Abstract: This article describes the content of using the design process and the use of integrated cognitive methods to achieve an effective result in training the future elementary school teacher in practical activities through distance education.

Key words: Distance education, elementary school, future elementary school teacher, design, heuristic method, case study, cooperative teaching.

Today, distance education is considered relevant and convenient all over the world. In the world, extensive scientific research is being carried out in the field of organizing and updating the content of distance education in accordance with the requirements, ensuring its integration with science and production, preparing future teachers for distance education, and gaining opportunities for distance education. At the same time, improving the professional-methodical training of future elementary school teachers as a socially and professionally mobile, competitive staff in the labor market, able to work in their specialty at the level of world standards, on the basis of the competence approach, in accordance with modern educational trends, is of urgent importance.

The advantage of distance education is that everyone can learn at a convenient time, in a convenient place, in a convenient environment. Due to this, this system is widely popular in the world today.

To date, a number of decrees and decisions issued on the informatization of education in Uzbekistan show how important the use of distance learning is in the educational process.

In the field of distance education, despite the existence of innovative theoretical developments on distance education in foreign and CIS countries, the use of distance education technologies as a diversified form of organizing the educational process is more widespread.

It is in distance education that the learner does not participate in the traditional training process, but completes assignments and communicates with the teachers attached to the subject by e-mail, or the tutor (teacher of the subject) consults the learners outside of class by telegram or the site.

Distance learning technologies can be used in various forms of education:

- daytime;
- external;
- evening;
- in external forms;
- at certain stages of education;
- in the implementation of basic and additional educational programs.

The communication method used in distance learning technologies can be different. They consist of e-mail correspondence, communication through personal sites/blogs, learning materials using various electronic resources, etc.

The content and usage of distance education are teacher, listener and distance training platform.

A number of institutions and scholars have conducted research on distance education in foreign countries and expressed different opinions about distance education. Specialists of the American Distance Learning Association (The United States Distance Learning Association - USDLA) understand that distance learning is teaching using electronic tools and published manuals to organize the learning process while the learner and the tutor are in different geographical locations.

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In his scientific work, A.A. Andreev concludes that distance education is a purpose-oriented, organized process of interactive activities of teachers and learners, which is carried out in a unique special didactic system, which is an option for their placement in space and time.

E.S. Polat emphasizes distance learning as a form of independent education that reflects all the components inherent in the learning process, which includes the interaction of tutors and students with each other, remote work, and special tools specific to Internet technologies or other interactive technologies. .

According to V.P. Tikhomirov and others, distance education means such educational technology that the tutor and the learner are located in different places, and case technology, TV technology and network technologies are used as teaching tools.

In M.V. Moiseeva's work, distance education is maximally used by means of computer telecommunications, modern new information technologies, - he explains.

S.A. Yarkova conducted scientific research on information base formation and automated learning systems. In his research work, he separately revealed the formation, analysis and formalization of information, the basics of the automated educational system and the development of the methodology for the selection of educational programs, the selection of educational programs for expert evaluation, the development of software and the development of electronic educational resources.

In our opinion, it is necessary to modernize and design the process of working in distance education in order to systematically organize the educational process, to achieve a high result in the short-term educational process (Fig. 1).

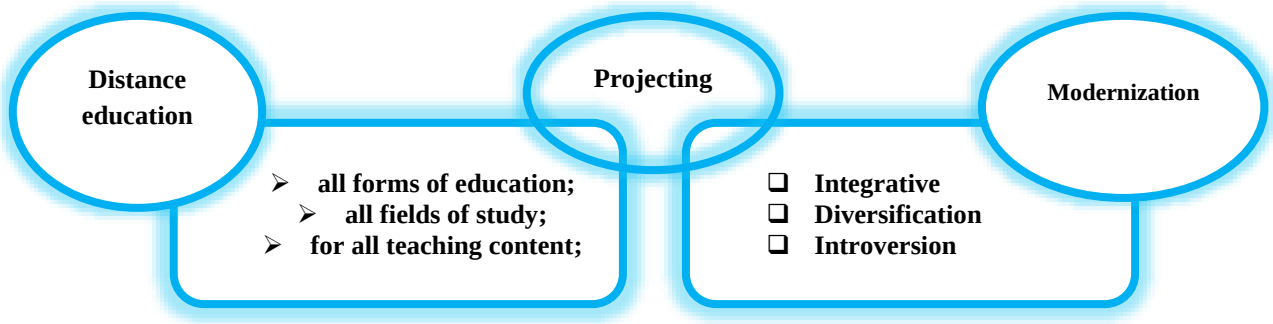

Figure 1. Modernization and design of the internal structure of the work process in distance education

Modernization of distance education implies the development of an institute of tutors, who move away from the activities of a traditional teacher, coach, and embody the roles of a trainer, management consultant, facilitator, and help students move from knowledge to creative activity, and then to personal development.

Modernization and design in the process of distance education is directly related to the organization of multimedia, innovative-cognitive activities.

Among the shortcomings that reduce the level of methodical training of primary school teachers, we can say the following:

- availability of textbooks, training manuals, material base meeting modern requirements;
- lack of development of independent education forms, methods and methods for students' independent work;
- absence of integrative and incorporative relationships;
- that students do not have the skills to work with the site;
- sufficient knowledge acquired by students to show creative initiative in future professional activities, etc.

In addition to the above-mentioned, students' methodological preparation is characterized by the following shortcomings:

- lack of consistent programming activities that convey innovative innovations to future elementary school teachers;

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- the future elementary school student is sufficiently familiar with the advanced forms, methods and creative activities of education for teaching primary education subjects, emacs, etc.

In order to eliminate these gaps, it is necessary to use integrative and cognitive methods that are suitable for distance education.

The methods used in distance education can be divided into several groups. However, the appropriate use of heuristic methods in distance education helps to design activities effectively and achieve high results.

Heuristics means "I seek", "I find", "I discover" in Greek. Today, the term heuristics means problem solving methods, creative activity, a set of activities that lead to an original and effective result, a set of methods in the educational process.

The heuristic method is a teaching system by asking guiding questions, an educational method that helps to develop resourcefulness, activity, consists of a learning-exploratory educational process and develops an optimized thinking in the learner. The group of heuristic methods includes discussion, role-playing and activity games, situation analysis, etc. (Fig. 2).

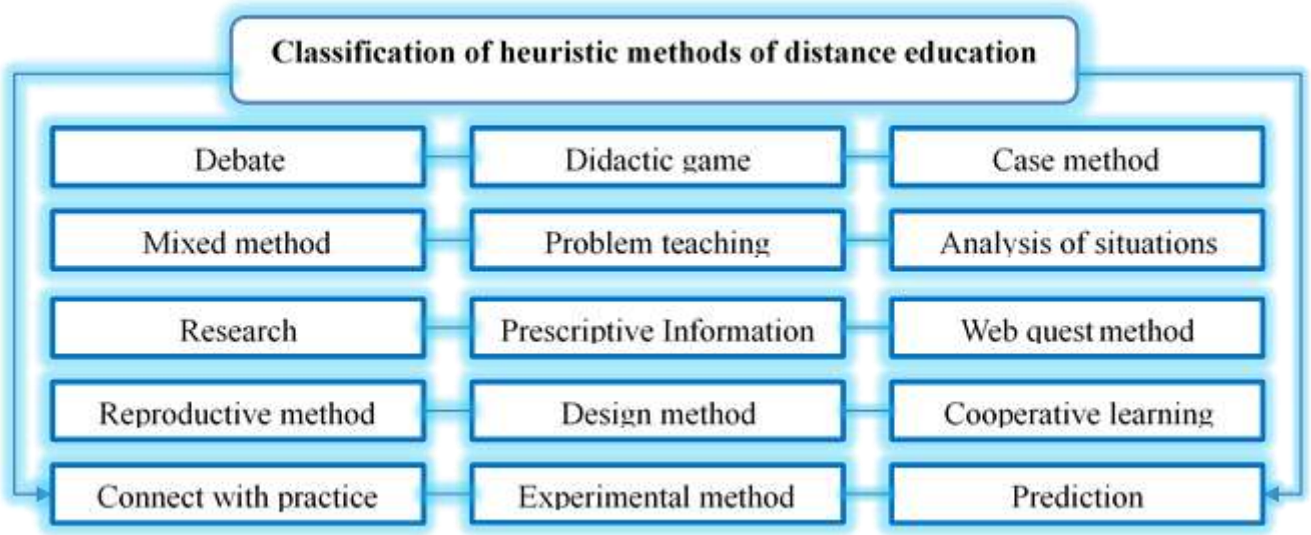

Figure 2. Heuristic methods used in distance education

These heuristic methods recommended by us differ sharply in content and activity from the heuristic method recommended by A.E. Ibrahimov. The heuristic methods we recommend include a number of creative methods. Discussion method – (Latin research, review, analysis) consists in finding the right solution to the controversial activities and the correct solution under the existing ideas and concepts in the practical and lectures between future primary teachers and tutors through the means of distance education. Discussion is effective in distance learning. Because its participants come to a clear conclusion during the activity, thoughts are summarized.

The method of didactic games is of great importance in determining and implementing practical solutions for the realization and development of the creative potential of the future elementary school teacher in distance education. Didactic games help the future elementary school teacher to analyze, think logically, research, calculate, measure, create, test, observe, compare, draw conclusions, make independent decisions, work in a group or team, develop speech, teach a new language, directed to the development of knowledge and other types of activities.

The case method is based on the independent mastering of educational material complexes by learners, which includes a methodological-programmatic set as an independent method, all knowledge is structured and logically interconnected.

The case method is an unusual approach to solving non-standard and unpredictable problem situations in informal education. When using it, the future elementary school teacher develops not only problem-solving skills that go beyond the standardized analytical approach, but also communication and analytical skills, a sense of full responsibility for making clear decisions appears.

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The mixed education method is the process of using both traditional and distance education tools for the future elementary school teacher to search for information using Internet technologies and Internet resources and engage forums, chats, and blogs for communication.

The method of problem-based teaching - during the educational process through distance education, it helps to focus the attention of the future elementary school teacher on finding actual problems and their solutions, to increase their cognitive activity, and to develop their knowledge, skills and abilities in problem solving. In this case, the future elementary school teacher will have the opportunity to work in different groups during the educational process through distance courses. The tutor's task is to monitor the learning process and guide them in the right direction to achieve the set goal.

The method of situational analysis (the method of active problem-based situational analysis) is based on teaching by teaching how to solve specific problems or situations. When using this method, a model of a specific, usually real-life situation is developed according to certain rules; the complex of knowledge and practical skills that a future primary school teacher should acquire is reflected. In this case, the tutor plays the role of a leader, asks questions, takes into account the answers, supports the discussion, i.e. the dispatcher of the creative process.

The research method - through distance education, the future elementary school teacher uses the acquired knowledge in joint or individual activities, independent critical thinking, scientific analysis of the problem, development of creative research. Encourages a scientific approach to problem solving through collaborative creative activities.

The information-receptive method is to explain the work of the tutor and the future elementary school teacher together - to organize it by an illustrative method. This method is useful for distance learning of the future elementary school teacher in the transfer of knowledge to learners based on theoretical materials, laboratory work, demonstration experiments and animated applications on topics, virtual trainers. In this case, the tutor conveys ready-made information, and the future elementary school teacher receives, understands and forms the information in his mind. Based on this method, it is possible to acquire knowledge, skills and abilities, but it does not ensure the improvement of creative ability.

The productive method is based on taking the knowledge given by the tutor with some creative approach and looking for solutions. Through the productive method, the future elementary school teacher creatively and thoughtfully analyzes the content of assignments given on distance education sites, and systematizes the results.

The reproductive method is related to the delivery and reception of ready-made knowledge by the tutor. These methods include stories, explanations, lectures, demonstration experiments, working with educational textbooks, computer technologies, and others. These methods cover the general interactional-diversification and actions of interaction between the tutor and the future elementary school teacher in the process of distance education.

The design method implies a teaching process that allows the future elementary school teacher to demonstrate his ability to work independently in planning various ideas, to organize and control his educational activities. The project can be widely used in distance education through the Internet. In this case, the activities of the learners participating in the project will be general, and the goals and mutually agreed methods and methods will be directed to the results achieved in cooperation. Based on the design method, opportunities are created for future elementary teachers to acquire knowledge, stimulate creative thinking, develop their knowledge independently, and develop their critical thinking while working with various electronic textbooks, electronic training manuals, multimedia applications, and other electronic educational resources.

Collaborative teaching - collaborative teaching is based on improving the pedagogical process and directing it to the personality of the future elementary school teacher. These technologies serve to create a creative environment aimed at forming a creative-innovator personality, to create a modified environment to increase the quality and efficiency of education. The main processes of cooperative learning activities include: cooperative exchange of ideas, conversation, analysis, negotiation, performing practical tasks, building something, making, solving problems, etc.

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Methods of connection with practice - it is important to study the practical aspects of the future elementary school teacher in the study of subjects related to the elementary school through distance education. When working with this method, the future elementary school teacher will have the opportunity to strengthen his theoretical knowledge through practice.

Experimental method - provides an opportunity to test the acquired knowledge of the future elementary school teacher through distance education. This method serves to implement a certain process activity in cooperation with the tutor and the future elementary school teacher.

In the effective organization of the experimental method, the future elementary school teacher follows the following sequence:

1. Theoretical concepts are studied.
2. The content of the available spaces obtained from the distance education tool is filled.
3. Learned experience is remembered in the productive and reproductive process.
4. Tested in creative activity.
5. The result of the experiment is obtained and summarized.

Forecasting method - while using all the above heuristic methods in the formation of the methodical base of the future elementary school teacher in distance education, he should analyze the changes, achievements and shortcomings in the educational process. For this, it is necessary to complete a number of tasks given in distance education and to have a clear idea of the end of the result. It is assessed that the future elementary teacher can foresee the content of each path and solution he chooses when completing the tasks given by the tutor.

Thus, the analysis of teaching methods shows that the information and communication technologies used in the distance didactic system and distance teaching technologies affect all components of the teaching system. For example, the goal, content, method of teaching, form of organization and means of teaching, which in turn creates an opportunity to pose and solve very relevant issues of pedagogy.

In conclusion, it can be said that in the future, the use of distance education will become more relevant day by day, and it will significantly differ from traditional education in terms of its advantages. With this in mind, it is always important to design distance learning through the above heuristic methods.

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