

ORGANIZATION OF DISTANCE EDUCATION IN A HIGHER EDUCATIONAL INSTITUTION AS A SOCIO-PEDAGOGICAL PROBLEM

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ANNOTATION:

In the article, the need to organize distance learning in higher education institutions, the importance of using electronic programs and tools in educational institutions. Opinions about the conceptual modern pedagogical rules of distance education are presented.

Keywords: distance learning, pedagogical, social, conceptual, information-communication, electronic learning.

Today it is difficult to imagine the educational system without information and communication technologies. However, these technologies in a short period of time have changed our ability to communicate through various communication systems and our ideas about the ways of obtaining information. Currently, information and communication technologies are widely used in all spheres of society - public administration, economy, medicine, education, science and culture, household life and other spheres. From this point of view, it can be said without any exaggeration that any country cannot successfully develop socio-economically without developing information and communication technologies.

It is necessary to better understand the advantages of the development and wide spread of information and communication technologies in Uzbekistan, and to pay great attention to this issue in the coming years. First of all, on the basis of a number of laws and subordinate documents for the development of information and communication technologies, the necessary legal framework and relevant bodies dealing with the management, coordination and implementation of measures in this direction have been established.

Also, in Uzbekistan, several national programs aimed at the use of information and communication technologies in education and the development of the Internet have been developed and adopted. "Comprehensive Program for the Development of the National Information and Communication System of the Republic of Uzbekistan in 2013-2020" and others are among them.

In our opinion, from the point of view of content, this means the use of electronic programs, portals, textbooks, virtual laboratories and other types of electronic resources. And from an organizational point of view, serious changes in distance education from the point of view of the time factor are represented by the opportunities for the student to acquire knowledge at the educational institution, without being personally present. Methodical support of distance education requires teachers of higher education institutions to introduce innovative developments and new pedagogical technologies into the educational process, development of informatization of educational processes, information educational resources for each subject and related to the creation of information-educational environments. In the organization of such environments, first of all, there is the organization of informatization in educational institutions, that is, the integration of all educational, administrative and economic services, library and management (rector's office, dean's office, educational

department, etc.) departments into a single network, the possibility of accessing them to the Internet system creation, control of the educational process in the educational institution, implementation of tasks such as organizing independent educational activities of students by creating special electronic educational-methodical complexes, intellectual teaching systems, systems adapting to the educational process on the basis of information technologies will be necessary.

Education should always be relevant to the requirements of the times. The demand of the present time is to create a new environment for education, to organize education at any point of the world using new information and innovative technologies, technical means.

The state of development of information and communication technologies depends, first of all, on the intellectual potential of the society, including the development of the education sector. Today, issues of the content and quality of education are considered a priority in society. In the civilized and developing countries of the world, special attention is paid to informatization of education, ways to develop education and increase its effectiveness are being sought. The use of internet technologies, digital technologies, telecommunication technologies, and mobile technologies in education is spreading widely as an important link of the open education system.

It is known that there are very few electronic textbooks created and used in educational institutions, most of them are not at the required level, or they are just entering the educational system. Every pedagogue may know the subject he teaches perfectly, but he may not be able to create an electronic textbook and manual or an automated teaching system, a distance learning course, a test system program from this subject. Moreover, the pedagogue should study modern programming languages for a long time, develop programming skills, and develop the program. It is natural that it creates difficulties for many pedagogues.

Information technologies, technical tools, students and the use of digital technologies that implement the mutual activities of pedagogical staff is envisaged. In modern didactics, electronic education found its rightful place after the implementation of the "Elektron" (2002-2010) targeted program.

Pedagogical community use of information technology in higher educational institutions of the world, issues of improving didactic provision of distance learning V.P. Bepalko, M.P. Lapchik, E.I. Mashbits, I.V. Robert, V.A. Slastenin, Spirin L. In the scientific views of F, A.V. Khutorskoy, N.S. Rozov, A.A. Kholikov illuminated. Conceptual modern pedagogical rules of distance education were developed by M.Yu. Bukharkina, T.F. Gorbunkova, M.Yu. Buharkina, E.S. It was scientifically analyzed and developed by research pedagogues of the world like Polat.

In European countries, research on creativity of the individual was carried out by C.Rogers, H.J.Freiberg, T.Barrett, R.Donnely, Afzal Sadat Hosseinia, Norman Jackson, Martina Blašková, Mark McMahon, Andrew Ewing, Robyn Philip B.A., Ed.GradDips

The term "supply" (M.R. Bityanova, I.A. Kibak, N.L. Konovalova, N.S. Pryajnikov, S.N. Chistyakova, T.M. Churekova) and the term "support" (A. G. Asmolov, A. A. Bodalev, T. G. Gordon, O. S. Gazman, V. K. Zaretsky, T. A. Mertsalov, A. V. Mudrik, I. Yu. Shustova) both psychologist and teacher and activity systems are used as a definition. All researchers consider pedagogy within humanistic and person-centered approaches. However, in recent years, studies have been conducted that looked at the implementation of the competency approach in pedagogical supply education (A.O.Kosheleva, O.I.Shevchenko). Also, a lot of work has been done on the problem of providing professional activities in various spheres of science, culture and social life.

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