

IMPORTANCE OF DISTANCE EDUCATION TODAY

Baltayeva AnadjanTadjibayevna
Tashkent State Transport University

Abstract: In this article, one of the advanced foreign experiences in education today is the integrative organization of education, the creation of a new psychological process, a new structure of activity through integration, any lower level of interdisciplinary communication, the study being studied. among certain didactic units within the scope of their subjects, the content of their study and the main areas of distance education and the use of distance education in education are discussed.

Key words: education, educational process, improving the quality of education, education and training unit, integration, advanced foreign experience, distance education, master classes, webinar class, heuristic methods, elementary education.

Today, the problem of one country or nation can have a great impact on the development of the whole world. The solution to the environmental, economic, political problems and crises that have arisen only requires the intellectual and spiritual development of humanity in the future. This can be achieved only by establishing a proper and high-quality education system. We know that the root of all problems arising in the world is the result of quality defects in the education system. The solution to this can be solved by increasing the attention to education and raising the quality of education by allocating more funds to this area. In world science, great attention is paid to social anthropology, studying the place of man in society and putting man at the center of it. Foreign examples of studying and teaching sciences are also distinguished by the fact that they are in the same direction. We should pay special attention to this aspect. Finding a solution to the socio-economic, ideological-political, educational educational problems of human society and our republic depends on the interrelationship and mutual relations of natural, social and technical sciences. Because all of them have a systemic character according to their essence, content, nature, form and scale, and they can be researched and solved using the appropriate approach. This, in turn, provides for the use of a systematic approach in educational work. One of the advanced foreign experiences in education is related to the integrative organization of education. The concept of "integration" was used by G. Spencer in the 18th century. From a scientific point of view, the basis of integration is the integrity of the world and the interrelationship and relations of its constituent parts

(elements). Through integration, a new psychological process, a new activity structure is formed.

This new structure is created by synthesizing previously separate elements." Genetically, it is a form of content that is logically completed by synthesizing the content of educational subjects at least at the level of educational standards, which is genetically integrated, intersubjective, interrelated, and finally mutually complementary, expanding and deepening. Because any lower level of inter-subject communication is established among certain didactic units within the studied subjects and provides for the coordination of their study content and terms, unlike this, organized on the basis of integrative communication. It requires the interpretation of a subject or an integrated subject, event or process in the form of a comprehensive system in terms of interrelationships and relationships. This, in turn, makes it possible to form a qualified specialist who meets the requirements of the present and the future, who thinks independently and shows creative activity. Because it requires not only analysis and synthesis operations from students, but also high-level thinking operations such as abstraction, algorithmization, categorization, expression using conditional symbols, determination of cause and effect relationship, analysis, synthesis, systematization, modeling.

Pedagogical scientists and practitioners recommend researching the issue of integration in the following directions:

- integrated study of the content within the range of educational subjects and disciplines;
- integration of the activities of persons teaching different educational subjects;
- integration of forms of organization of educational work and so on.

Each of these directions has its own specific goal, and it requires a suitable form, method, means and conditions for its implementation. It should be mentioned here that the intended goal can be achieved only when they are used harmoniously in practice.

Integrative relationships are important in creating a comprehensive system, and they are also called internal scientific relationships. The integrated study of specialty-related subjects is aimed at solving the following issues:

- to study the essence, content, conditions and means of the integrated study of specialized subjects;
- to get acquainted with the scientific-theoretical and pedagogical-methodical foundations of the integration of the content of various subjects;
- to prove the relevance of knowledge in the integrative increase of learning activity, independence and knowledge level of students;

- determining the requirements and possibilities of synthesizing socioeconomic, organizational, spiritual-pedagogical, technical-technological knowledge.

The implementation of an integrative approach in the educational process can be carried out knowing the internal and external relations of the system or the integrated object in its existing form, as well as the laws of its organization and management. In the training of junior specialists, an integrative approach is used to ensure the integrity of specialized knowledge, methods of work, and personal qualities and qualities.

The integrative approach is used to integrate academic subjects that are relevant, relevant, logically mutually demanding, deepening and broadening each other, and envisages the formation of logically perfect knowledge, methods of work and personal qualities. The demand of the present time is a new educational environment, that is, with the help of new information technologies, to get knowledge at any place, to communicate with any educational institutions, and to receive information from any point of the world. The internet system will certainly help us in this. It is possible to observe that schools, colleges and educational institutions, where the educational system is organized through the Internet system, are merging into "virtual educational institutions" which are currently developing. This will reduce the distance between educational institutions and ensure maximum exchange of information. In this regard, distance education has become popular as a very necessary and fast way of teaching and receiving in philological education. In distance education, teaching and testing tools (fully automated, complete software products) perform the function of a teacher, as well as video and electronic published methodological material, which form an automated environment of teaching.

The capabilities of the electronic textbook can be expanded using modern tools of multiplication and video technology. These can be video lectures on the training course, demonstration of production processes, speeches of famous scientists, etc. Didactic programs designed for modern computers (electronic textbooks, computer assignments, multimedia electronic textbooks, etc.) are among multimedia teaching tools. Multimedia makes the transmission of didactic material highly convenient and visual, which, in turn, increases students' interest in learning. Until recently, such concepts as distance education, part-time education, open education, etc. were almost inseparable. However, by now, distance education has proven its importance and necessity. However, the question of whether this is a form of education or a technology remains relevant. Because, from the understanding of this question, the strategy of distance education, implementation tactics and the preparation of teachers to work in distance education will depend.

Currently, researchers and practitioners of distance education give it the following basic definition:

Distance education is an education in which traditional and new information technologies and their technical tools are widely used in the delivery of educational material, independent study, exchange of communication between the teacher and the student. is a synthetic, integral, social form of lim. Distance education is structured with the same objectives as the content of full-time education (if it is structured according to the program that is suitable for education), but the form of delivery of the material, the teacher and students, as well as the teacher the form of interaction between students will be different. The main basic didactic principles of distance education are the same as other types of education, but the organizational principles of distance education are different, they are specific for distance education, because the features of the form, the possibilities of the Internet, its services (chats, forums, e-mail , video conference) is represented by. Distinctive features of distance education include modularity, mastering the role of the teacher, separation of subjects of the educational process by distance, virtual cooperation of education, control over the teacher's supervision. installation, use of modern special education technologies and tools. The main areas of use of distance education include:

- improving the qualifications of pedagogical personnel in certain fields;
- training of schoolchildren in special academic subjects to pass exams in an expert manner;
- preparing schoolchildren for admission to educational institutions of a certain direction;
- organization of education of schoolchildren according to directions;
- additional education of interest;
- professional retraining of personnel;
- professional training.

Comparing distance education with full-time and part-time forms of education, distance education, education based on the use of personal computers, video and audio equipment, space and optical fiber technology, is the development of extramural and full-time education supported by information technologies. can be seen as a new stage. Distance education differs from correspondence education in that the essential part of the material is not learned independently, but is carried out in constant communication with the teacher (telephone and Internet, online consultations in lectures and seminars). Also, the following can be included as the main differences of distance education from the correspondence form of education:

- constant communication with the teacher by means of telecommunications, the possibility of operative communication with him on the questions that arise. There

are new types of educational institutions in developed countries. Such educational institutions began to be called "open", "distance" universities, "electronic", "virtual" colleges. They have a unique organizational structure and use appropriate pedagogical methods and economic mechanisms. In the CIS countries, only about 1 million people are trained in the distance education system. For example, the National Technological University, which forms a consortium of 40 engineering schools, provided 1,100 students with the distance education method in the 90s. Television is widely used in the United States for distance education. More than a million students are educated within the PBS-TV public television broadcasting system. The adult education program includes science and business management courses. The distance learning program at the KennedyWassery University of America, with bachelor's, master's and doctorate degrees and scientific degrees in the field of business finance and law without leaving the United States, occupies a special place among educational services. The program is designed for businessmen and bankers who want to gain an internationally recognized position.

Thus, from the given examples of distance education activities, it can be concluded that the main trend of the development of distance education in the West is the breadth and variety of educational services provided through the distance education system. In addition, the development of distance education is related to the development of information and telecommunication technologies. In conclusion, the use of advanced foreign experiences in education aims to enrich the national education system with the most effective methods of teaching based on knowledge of world standards.

References:

1. Mukhtorov A. and others. Foreign experiences on the development of the field of education // "Economics and innovative technologies" scientific electronic journal. No. 4, May, 2012.
2. Richard Arum, Melissa Velez. Improving Learning Environment: School Discipline and Comparative Perspective. Stanford University Press, USA: 2012.
3. Ishmuhamedov R., Abdugarodirov A., Pardaev A. Innovative technologies in education (practical recommendations for pedagogues-teachers of educational institutions).
4. I.N. Zornikov, L.P. Volkova. Problemy i perspectivey mejdunarodnoy integratsii vysshego obrazovaniya.-Voronezh, 2009. S. 13-18.