

**PROBLEMS OF ORGANIZING DISTANCE EDUCATION IN  
UNIVERSITIES OF THE WORLD**

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**Abstract:** The article discusses the factors of distance education implementation in the higher education system and their use. Interactive methods that can be used in distance education are also mentioned. The importance of each technology is revealed in the process of revealing the important features of distance education, its advantages, and the laws of its application to the educational process.

**Key words:** Distance education, "D-learning", interactive education, "collaborative work", "work in groups", "project", video conference.

**INTRODUCTION** All changes and reforms that occur every day in the education system of our republic are aimed at raising mature, educated students, and expanding the circle of highly educated personnel is a reflection of this goal. In order to introduce educational technologies of distance learning in all universities, by resolution of the Cabinet of Ministers No. 599 of October 3, 2022, the issue of the widespread introduction of distance learning in the higher education system was considered.

**LITERARY ANALYSIS.** Introduction to, training in information and telecommunication technologies used in distance education, and creation of a computer and software complex with the necessary technical capabilities. The 21st century is the century of the information society. Thus, it is necessary to increase information literacy among the people of our spiritual society. At the same time, interactive education comes into force, and the pedagogy of this education is formed on this basis. The role of the Internet in the popularization of interactive distance education, which will become one of the leading aspects of development in the future, the role of telecommunications and the great merit of the scientist Tim Berners Lee, who created WWW (Web) technology, a wonderful way to allow all people to access the Internet

equally openly, is incomparable.

There are many distance education databases around the world, including the database of the Global Center for Distance Education of the British Open University. The International Distance Learning Council is active, and the number of students receiving D-Learning distance education is increasing every day.

**RESEARCH METHODOLOGY.** The advantages of distance education are as follows:

- It is possible to work in parallel with studies. With online learning, you can study on weekends, after returning from work, and even in the middle of the night;
- Costs will be reduced. The main achievement of this project is that most of the resources are in electronic version;
- It does not take a lot of time. Training is possible in any region;
- Disadvantages of distance learning. Difficulty maintaining attention for long periods of time. Unlike face-to-face communication, there are no teachers or classmates constantly reminding you of assignments.
- Network errors The biggest disadvantage of online learning is the slow operation of Internet providers or lost connections.
- Insufficient transparency of control. It is very rarely possible to give an absolute assessment of the degree of completion of tasks.

Distinctive features of the main audience organizing distance learning:

- for the purpose of obtaining a second higher education or additional information, advanced training and retraining;
- heads of regional authorities and management;
- young people who do not have the opportunity to receive information due to the limitations of the traditional education system;
- employees of companies and enterprises who want to improve their information status to the level of modern requirements;
- listeners who want to receive second parallel information;
- residents of underdeveloped regions remote from the center;
- persons with limited freedom of movement;
- persons with disabilities;
- persons in military service, etc.

#### **ANALYSIS AND RESULTS**

“Spirituality and Enlightenment”, “Information Technologies and Distance Education” (including in Russian and English) and “Innovative Technologies” in the Uzbek language, which were created for the first time in our republic on the basis of the Foundation in 2006.” Courses “Management of educational institutions” were created in electronic form on the Foundation’s portal. These courses are intended for young, promising teachers and researchers working in educational institutions and

research institutes of our republic, and to date 4,114 students have taken part in distance learning. 1,334 of them successfully completed distance courses and received electronic certificates.

The portal, created by the team of the Tashkent State Pedagogical University named after Nizomiya and intended for pedagogical universities operating in our republic, also has distance learning courses. These courses are intended for teachers of secondary specialized and vocational educational institutions of the republic. This portal has been launched since the 2007-2008 academic year.

In both cases, to study distance courses using an Internet browser, you enter the distance education section of the Talent Foundation and the Educator website. Once the registration process is completed, students will be able to read the topics in the course listing book and complete their ongoing certification. Tests are taken in the first subject, and upon successful passing of control tests (for example, a proficiency level of 75 percent or higher), one is allowed to move on to the next subject. If the level of mastery is less than 75% based on the results of current control tests, studying the next subject and completing test tasks on it is not allowed.

Organizational foundations of distance education. Analysis of the activities of educational organizations using distance education technology reveals the uniqueness of the overall organization: - continuing education; - individual approach to the educational process; - centralization of distance education in the center of the base of leading higher educational institutions of educational institutions with a remote geographical location; - presence of a teacher (teacher)-consultant in the direction of the audience. Convenience of distance learning. In the future, laboratory practices can be reduced accordingly [2, 176].

After successfully completing all topics of the course, the computer will place the sum of the points received on the current certification in the general list and allow the student to take the final exam for the course. If a student scores 75 or more points on the final exam, he will receive an electronic certificate.[1, 64]

The model of the educational process is the basis for effective and guaranteed provision of educational goals in the distance education system. The educational process can be explained by the following 3 models:

- teaching;
- exercise;
- emotional and intellectual communication.

Among the many sources for organizing e-learning, the following can be mentioned:

- Author's software products (Author's tools);
- Virtual learning management systems LMS (Learning Management Systems);

Since our country Uzbekistan is on the path to building a rule of law state with a

strong economy and good prospects, an urgent need is to improve the information literacy and legal culture of our people. To meet this demand, interactive education must be used, the foundations of which are now being formed. There are two main approaches to distance education: expansion and transformation models. In the expansion model, the teaching technology is almost no different from the current traditional method.

Among the pedagogical technologies, the most popular ones for distance learning are working in groups, collaborative learning, active cognitive process and working with various sources of information. It is these technologies that ensure the widespread use of research, problem-based methods, the application of acquired knowledge in joint or individual activities, the development of not only independent critical thinking, but also a culture of communication, and the ability to perform various social actions. roles. at joint events. Also, these technologies most effectively solve the problems of student-centered education.

Collaborative learning technology has become an alternative to the traditional classroom system. Its authors combined three ideas in one process:

- team training,
- training in small groups.

The following tasks are solved in cooperative learning:

- Students develop a social culture and learn better when they work together;
- Students' ability to write correctly and logically depends on their ability to communicate with other team members;
- In the process of social relations between students, the opportunity to gain new knowledge and exchange information increases.

Group work. The teacher divides students into groups and gives them a task (via email, posting information on the website, etc.). This assignment identifies a general topic (problem situation, specific topic issue, etc.) to study. Using synchronous or asynchronous communication, students must analyze (structure) the resulting task and divide it into several subtasks (from two to four). They then plan their work and determine who is responsible for what (who will prepare what part of the task).

Further work is based on the following plan.

Communication between experts. Students responsible for a specific issue can communicate with their “colleagues” from other groups who have taken on the same task at that stage. Their common task is to discuss with each other a strategy for searching for this material and presenting it to other group members, and to exchange certain information on the issue being studied.

1. Search and analysis of information. At this stage, students work individually, collect and analyze data. At this stage, their task is to learn the matter in as much detail as possible, to study the material, which will allow them to reach the level of “expert”

in this field.

2. Training of specialists. After collecting information and preliminary analysis, the experts work together again. They present the collected information to each other (or to a third party, for example, an invited “independent” expert), summarize the work done, develop a final presentation on the topic, and then present it to other group members. . they reach .

3. General meeting of the group. Each expert “returns” to his group at the appointed time and makes a presentation. His goal is to teach his classmates what he has learned in as little time as possible and present the teaching materials he used to prepare for the seminar. On the Internet, such activities are most conveniently carried out either in the form of communication between students via mailing lists (text materials and PowerPoint presentations can also be carried out), or in the form of multimedia teleconferences (video conferences).

4. Job analysis. After sharing presentations and discussing issues not clearly addressed in the presentations, students move on to discuss and evaluate the overall group work. Everyone’s contribution to the overall work is noted, whether it is possible to work in a team, the learning process is discussed (how easy it was to communicate with each other, everything was clear, etc.).

The success of joint group work directly depends on the teacher’s ability to plan group work and the ability of students to independently organize educational activities, combine individual work with work in pairs and as a whole group. The goals of such work should be clear and accessible to students. At the same time, students must understand that this is a joint activity, but each of them has “his own face” in this activity and retains his uniqueness.

The project method is a comprehensive teaching method that allows you to build the learning process based on the interests of students, allows students to show independence in planning, organizing and monitoring their educational and cognitive activities, the result of which is the creation. product or product.

The results of implemented projects must be clear, that is, if this is a theoretical problem, then its specific solution, if it is a practical one, then a specific result, ready for implementation. The project method is based on the development of students’ cognitive and creative interests, the ability to independently form their own knowledge, the ability to act in the information space, and the development of critical thinking. The project method is always focused on the independent activity of students - individually, in pairs, in groups, students perform work over a certain period of time. This method is integrated with cooperative learning method, problem-based learning method and inquiry learning method.

Work on the project is carefully planned by the teacher and discussed with students. At the same time, a detailed structure of the project content is carried out,



indicating step-by-step results and deadlines for presenting the results to other students in the group, experts or other specialists.

Currently, it is customary to distinguish seven main stages of project work:

1. Organizational;
2. Selection and discussion of the main idea, goals and objectives of the future project;
3. Discussion of methodological aspects and organization of student work;  
Distributing small tasks for certain groups of students, creating a project with the selection of necessary materials;
4. Work on the project;
5. Summing up and recording the results;
6. Project presentation.

#### CONCLUSIONS AND OFFERS

In conclusion, we can say that the organization of distance education brings a number of conveniences to the higher education system. Effective use of distance education factors contributes to increasing the effectiveness of learning.

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