

CONTENT, DIDACTIC PRINCIPLES AND TYPES OF DISTANCE LEARNING

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Annotation. The article looks at the history of distance learning, its features, publications, aspects of the postal service, didactic principles and content, information systems, the development of computer technology, as well as modeling the development of distance learning for students.

Keywords: distance learning, information technology, internet, innovative technology, digital education.

Introduction: The development of the global computer network of the Internet has opened up new prospects for improving the global education system. Today, the Internet has a large number of specialized educational networks located in different parts of the world, including Uzbekistan. Extensive experience in using the Internet for higher and secondary education has been accumulated in America, Canada, Japan, and Eastern European countries. The role of the global Internet in the education system of Uzbekistan is also growing. The mass introduction of computer telecommunications in education began only in the 1970s in the United States and other countries, so it was during this period that the nationwide telecommunications infrastructure (well-developed telephone, satellite, and radio communications) was created. level was reached. Researchers highlight the different advantages of distance learning. For example, the scientist V.D. According to Orekhov, distance learning provides a highly effective fundamental education, inseparable from production, with a high degree of ease of communication and low cost. O.Khamidov stressed that digital education removes barriers of distance and space. In the current situation, there are a number of questions about which path the Uzbek education system will take. In particular, will it move to the advanced stage of the current traditional system or will it move to a digital education system? Lots of questions. Despite these questions, there is a foundation in the education system that never changes, namely the pillars . It is "learner" and

"teacher" i.e. "student" and "teacher". If we can change the worldview of these two sides in education, that is, the student can learn independently, seek ways of learning independently, and the teacher can equip students with new knowledge and teach them ways to learn, regardless of the form of the education system. will be. This issue is the most painful and weak point of the education system of our country. The higher education system has a lot to learn from the world's leading universities on these issues. In a number of countries around the world where the education system is developed, classes on a particular course are conducted using the Google Classroom platform.

We will consider in more detail the specific features of Distance Learning, such as modularity, the novelty of the role of the teacher, the novelty of the role of the learner. Modularity. The principle of modularity is the basis of distance education programs. The distance learning curriculum should be divided into appropriate modules, which will allow a set of independent study courses to formulate a curriculum that meets the individual or group needs of the learners. The novelty of the role of the teacher. In the distance learning mode, the role of the teacher has undergone significant changes. That is, the teacher's interaction with the learners is mainly asynchronous using e-mail or communication systems. In this regard, it is important for teachers to coordinate the learning process, reform the course, provide advice to students, continuously improve the course, increase creative activity and skills in accordance with the newly introduced tools, methods, techniques and innovations.

The novelty of the student role. The role of the student in relation to traditional education has also changed significantly. For example, in order to acquire knowledge in a distance mode, a student must be highly motivated, self-organized, hardworking, and have a certain level of education to get started. Features of distance education allow to define its didactic principles. These include: the principle of nurturing and developing teaching, the principle of relevance of teaching to life, the principle of scientific and student strength, the principle of difficulty corresponding to ability, the principle of systematization and consistency, the principle of student consciousness and creative activity in the teacher's leadership role; the principle of developing creative thinking, the principle of taking into account the collective / collective nature and individual characteristics of teaching students, the principle of teaching in a positive environment.

In our opinion, the didactic principles of distance education are based on the scholar in A.A. Andreev's works It is most fully described. We list them: the principle of humanism of education, the principle of openness and flexibility of education, the principle of pedagogical expediency of the use of new information technologies, the principle of distance education is not antagonistic to existing forms of education, the principle of interactivity, the principle of primary knowledge, the principle of individualization The principle of imposition. Access control allows students to determine the initial level of knowledge, skills, and abilities to make up for the lack of knowledge and skills required for effective teaching in MTT. Current control allows the student's educational trajectory to be reformed in the teaching process. The implementation of the didactic principles discussed above in the use of elements of the form of distance learning allows to take into account individual-typological characteristics of the student's personality, such as abilities, interests, hobbies, inclinations, intellectual / mental activity and other characteristics. The essence of the concept of "distance education" is still debated among foreign and domestic scientists. There are variants of this term, such as "distance learning", "distance learning". Some foreign researchers, who give a special role to telecommunications in the organization of distance education, call it "teletraining" (teletraining). However, the term "distance education" is the most commonly used. In revealing the essence of distance education, it is impossible not to rely on the fundamental principles of the "teaching" category of didactics. In describing the concept we are studying, most authors argue that distance education is far from space and time; rely on specific aspects such as the use of information and communication technologies in the teaching process. Indeed, the scientist A.A. According to Andreev , distance learning is distance learning: the delivery of material, its independent study, the organization of dialogue between the teacher and the student in space and time, as well as the dialogue between them, provided that the issues of belonging to a particular educational institution are not important. Other scholars, such as V.T. Volov , V.L. Ivanov calls distance learning, in which the teaching and learning processes are carried out at a certain distance from the teacher's location, separated not only in space but also in time. E.S. Polat , M.V. Moiseeva , M.Yu. Scholars such as Bukharkina , and others share the same view,

emphasizing that distance education implies the active exchange of information between students and teachers, as well as between students themselves. When thinking about distance education, the scientist A.V. Khutorskoy emphasizes distance in space or time. U. Begimkulov in his research work on the implementation of modern ICT, as well as software and methodological support for distance - asynchronous (distance courses) and synchronous (video conferencing) forms of training, and noted the need to organize training courses in the field of science . In the research work of NA Muslimov developed a model of vocational education teacher training aimed at systematizing the process of training teachers on the basis of distance learning and pedagogical, technical-technological, problem-situational tasks and building basic competencies and created distance learning technology based on electronic textbooks .From all of the above, it follows that in defining distance learning, both the essence of the concept of teaching and the specific features of distance learning (the distance of ICTs) need to be clarified. We found that scientist A.V. Khutorskoy's definition is consistent in many ways: “Distance education means telecommunication-based learning, in which the subject of education (students, teachers, tutors, etc.) is located at a distance from space and time. carries out the general educational process aimed at creating internal changes (additions) ”. Now, we are relying on this very definition in uncovering different aspects of distance education.

Conclusion: The following issues are well covered in the scientific literature: the organization and conduct of distance learning in higher education institutions, the use of distance learning in the following activities (Olympiads, telecommunications projects, distance learning courses). It is also in teaching in distance learning with a significant expansion of the information space and information field of education. It is based on opening up new opportunities for independent learning, as well as new opportunities for students to apply a stratified approach. However, in the scientific literature, the issues related to the use of elements of distance education for the purpose of stratification in the same disciplines, including computer science, are almost not disclosed.

The stratification of education is to organize the learning process taking into account the individual characteristics of the individual, to ensure that all students master the content of education, which may be different for different students, but with an

emphasis on the invariant part for all. Of particular importance are issues related to the implementation of stratification in the context of the use of elements of distance learning in higher education. In the next paragraph, we will discuss the basic concepts related to stratification in distance education.

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