INNOVATIVE METHODS IN LESSONS

Ulasheva Shakhlo Tagaevna
Teacher
Abdimurodov Ulug'bek Panji o'g'li
IS – 12-18 Student
Axmatova Sitorabonu Zoxidjon qizi
SI 13-17 student

Annotation

This article provides an overview of the shortcomings in online education in today's pandemic conditions and the possible solutions to them. Indeed today, the quality of online education is at a very above level and not everyone is aware of it. If this article is little, foreign experiments have come to eliminate these shortcomings.

Key words:

Innovation, ecology, pedtechnology, environmental education.

Introduction

It has been more than six months since the introduction of quarantine due to coronavirus in our country, and the suspension of all educational institutions. Currently, students are taking classes remotely via television and the Internet.

In fact, the classes planned for higher education universities are organized in the form of distance video lessons. In this process, the State Inspectorate for Quality Control in Education participates not as a supervisory body, but as a partner organization. Necessary recommendations are given with the involvement of qualified specialists to improve the quality of the prepared video lessons.

For nearly two years, about fifty video lessons were filmed by the inspectorate in preparation for the international PISA survey. Currently, these video lessons are also being broadcast.

When we discussed the issue of distance learning, our foreign partners noted that in many countries, the educational process is organized for students of higher education institutions through the Internet, but due to lack of Internet and technical capabilities, many problems arise. is growing.

They also noted that Uzbekistan's approach in this regard, ie the equal distribution of online lessons on television and the Internet, was the best choice.

Since this is the first time in our country, it is natural that in video lessons, in general, there are problems in the organization of distance learning. Currently, the State Inspectorate for Quality Control in Education is improving the system, receiving suggestions and recommendations from international experts on the organization of distance learning, improving its quality and efficiency.

It is important to ensure the quality of education, even if it is remote. In some developed countries, online surveys are now being conducted to monitor the quality of distance learning. The State Inspectorate for Quality Control in Education, in cooperation with the Ministry of Public Education and the Ministry of Higher and Secondary Special Education, monitors the organization of distance learning.

A special inspection bot has been launched in the process to strengthen broad public oversight and make it easier for parents. Through it, parents provide information and suggestions on the quality of distance learning in schools and higher education institutions, its organization, as well as problems and challenges in the regions. At the same time, with partner ministries and local governments, the factors that negatively affect the quality of distance education are being eliminated. It is difficult to control that students are taught through video lessons in every room.

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In this regard, the regular training on TV channels places a responsibility not only on teachers and coaches, but also on parents.

At the meeting held by the President of the Republic of Uzbekistan Shavkat Mirziyoyev on 25 August, it was noted that, depending on the situation, it is necessary to review the workload and programs, to pay more attention to the development of practical skills in higher education.

This is not in vain. Currently, the system of higher education has created online learning resources in 6,102 subjects on the subject programs of the current semester, which are placed on the distance learning platforms of each higher education institution. However, there are a number of problems in the system related to the organization of distance learning, which need to be addressed gradually. For example, there are no uniform requirements and criteria for online learning and monitoring of users, mechanisms for assessing the quality of education, not all students have smartphones, computers or laptops, Internet performance and speed in the regions, as well as electricity there are problems per minute, such as the fact that some professors do not have the ability to use a distance learning platform via computer or mobile phone. In addition, the development of distance learning is hampered by the fact that the electronic database of textbooks in the fund of the information resource center of many higher education institutions is not fully formed or formed, but students have limited access to it.

In this regard, first of all, starting from the 2021/2022 academic year, the Ministry of Higher and Secondary Special Education and the Ministry of Information Technologies and Communications will take measures to expand the use of distance learning technologies in the educational process of public higher education institutions. At the same time, it is important to introduce an electronic system of education management and registration of student learning, as well as the organization of special courses to improve the skills of teachers to use the distance learning platform through information and communication tools.

Today, it is very important to develop teaching methods and raise the level of teachers by giving up unjustified methods, such as boring lectures and writing abstracts by professors and teachers of higher education institutions. In this regard, of course, there is a need to improve the skills of teachers at a distance.

Conclusion

The research suggests that across the MENA region online learning is steadily increasing. While the educational culture across MENA has been towards face-to-face learning, the rise in blended learning suggests that online learning is becoming more acceptable. This move, combined with the growth in technological availability, is likely to see a continued shift of balance towards online learning. Yet, despite very broad-based generalizations around cultural predispositions to teaching and learning the research reinforces the basic point that context matters. The three countries may share some characteristics around relatively centralized political systems and preferences for trans missive forms of education, but equally they are at very different places as regards adopting online learning across educational levels. Interventions designed to meet these needs must be attentive to the complexities of local circumstances and needs. The growing awareness and use of online learning is set alongside youthful populations who are increasingly tech-savvy and for whom digital interaction is commonplace. So, while demand from students, or potential students, for digitally-mediated learning may exist, it is teacher readiness that remains a major barrier to wider and further adoption. Models of pedagogy are often trans missive and organizational cultures do not encourage innovation, which militates against new forms of teaching and learning.

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