

## MODERN DISTANCE EDUCATION IN UZBEKISTAN AND ITS DEVELOPMENT PROSPECTS

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### **Annotation:**

The article considers distance education that requires rethinking and modernization of existing methods of teaching the educational process that have developed in the contact-classroom environment. Opportunities, advantages and disadvantages of online education, and prospects for applying joint traditional and distance education.

### **Keywords:**

Distance education, online learning, information technologies in pedagogy, educational process.

### **Аннотация:**

В статье рассматривается дистанционное образование требующее переосмысления и модернизацию существующих методик преподавания учебного процесса, сложившихся в контактно-аудиторной среде. Возможности, преимущества и недостатки онлайн-обучения, и перспективы применения совместного традиционного и дистанционного образования.

### **Ключевые слова:**

дистанционное образование, онлайн-обучение, информационные технологии в педагогике, образовательный процесс.

At the beginning of 2020, for the first time in many tens, if not hundreds of years, the concept of "pandemic" was introduced in Russia in connection with the spread of a new coronavirus infection. The government of our country needed to adopt a package of documents in order to prevent the further spread of the virus. Habitual the working regime was violated, schoolchildren did not go to school, and their parents went to work. The question arose how to continue the educational and work process. The government decided to transfer educational institutions to a distance learning format. Absolutely all participants in the educational process faced difficulties in organizing and conducting the remote mode.

First of all, the burden fell on teachers and teachers, who needed to immediately transfer from regular classes to electronic resources. Assessment of the workload on teachers during the period of distance learning, in general, 84% of teachers believe that their workload has increased, at the same time, 59% noted that the workload on children has increased, and 21% of teachers believe that, on the contrary, it has decreased [5] ...

If the first problem touched upon the readiness of teachers and teachers, then the essence of the second problem is the readiness of students. In the process of ordinary full-time education and interaction of a teacher with a student, individual characteristics are taken into account [1]. To date, there are no distance programs that take into account certain individual characteristics of each student and, most likely, it is impossible to create such individual programs. Only with traditional teaching can the teacher influence the individual formation of the personality and the education of moral and moral qualities in students [3]. Therefore, it is necessary to develop a distance educational environment that will be aimed at adapting all students to distance learning and distance pedagogy in general [2]. The next problem is the lack of a large information technology base in educational institutions, not all educational institutions have large information platforms. The implementation of these facilities requires huge resources - time and money. The possibility of distance learning depends

on how educational institutions are prepared. So, in the context of a pandemic, students and teachers are faced with the problem of the workload of educational platforms, as well as video conferencing systems. A huge flow of simultaneous classes with several thousand people led to an overload of the system; in rural areas and in small towns, the Internet speed was low.

The next problem is the lack of a unified educational standard in the distance sphere. First of all, this is due to the fact that most teachers do not want to work according to someone else's educational program. Each educational institution strives to make its program, which, in their opinion, is the best among others. The lack of a single standard, at least in the main points of education, directly affects the educational process. The creation of a unified educational standard in the distance environment will help get rid of many problems, namely the use of low-quality programs in this area. This fact will have a positive effect on the learning process.

The next problem is the lack of proper supervision by the teacher. This function has been transferred to the computer. Teachers in distance pedagogy only "give" information, and students transform it into useful knowledge, using only the method of self-education. Based on this, the teacher's duty arises to create a favorable atmosphere for learning.

Thus, we can conclude that obtaining an education in the conditions of distance work is a difficult process. In the process of adaptation, teachers must learn the basics for the ability to teach, and students for the opportunity to learn [4]. The next direction in solving this problem is the preparation of educational institutions for the implementation of information and communication technologies, as well as the development of educational platforms. In this case, it is advisable to create a single distance educational standard: electronic platforms, guidelines, textbooks, as well as various complexes and programs. A significant contribution to solving these problems will be made by innovations and innovations in the field of distance education. For this, it is necessary to conduct new research in the field of application of information technology in pedagogy, to study the influence of information technology on pedagogy in general, as well as on teachers and students.

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