DEVELOPMENT TENDENCIES OF ELECTRONIC EDUCATION IN UZBEKISTAN ON THE BASIS OF PARTNERSHIP AGREEMENTS

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ABSTRACT

The article is devoted to the development of e-education in Uzbekistan, where it is stated that there is an increased interest in the introduction and implementation of e-learning on the international market of educational services. The author identifies trends in the development of information technology and communication tools, which indicates the actualization of the issue of e-learning in the country and the demand for its various forms by consumers.

Keywords: E-learning, information technology, the effectiveness of the quality of education, the personality of the learner, mutual cooperation.

INTRODUCTION

In developed countries, there are tendencies in scientific and monitoring studies on the assessment of students' educational achievements (PISA), assessment of the quality of school mathematical and science education (TIMSS), aimed at improving the quality of teaching exact and natural sciences, improving theoretical, methodological and methodological foundations, using the practice of teaching innovative approaches. Along with this, there is an increased interest in the implementation of e-learning in the international educational services market, both by private corporations and government agencies. The modern development of information technologies and means of communication indicates the urgency of the issue of e-learning, the demand for its various forms from consumers.

In Uzbekistan by the Decree of the Cabinet of Ministers of July 25
In 2019, under the Ministry of Higher and Secondary Special Education, as well as under the Ministry of Development of Innovative Technologies, “modernized centers for the introduction of electronic education in educational institutions” were created [5,12-p.].

The main tasks are the administration and management of the national network "Electronic Education", the organization of access to its information and educational resources to higher and secondary special, professional educational institutions. Among the priority tasks are the organization of the educational process and research work in universities and colleges using information and communication technologies, including video conferencing and distance education methods.

The functions of the center being created also include the development of uniform requirements for electronic methodological complexes and other educational resources, analysis and monitoring of the effectiveness of the use of computer equipment in the educational process, and other tasks.

The activities of the Center will be financed from the funds of the Development Fund for Higher Educational Institutions of the Ministry of Higher and Secondary Special Education,

charitable foundations, and grants from international organizations; funds received from economic activities, as well as other sources not prohibited by law, are noted in the document [6].

The investment project "Creation of a national network of e-education in the Republic of Uzbekistan" was implemented at the expense of Uzbektelecom OJSC. It was implemented by the Uzbek Agency for Communications and Informatization in conjunction with the Ministry of Higher and Secondary Special Education [6]. Within the framework of the project, all higher education institutions are united in a single high-speed corporate network based on fiber-optic communication lines. Since 2011, more than 80 universities in the country are connected to the corporate network.

Materials and Methods. A high-speed corporate network based on fiber-optic communication lines makes it possible to raise the level of organization of the educational process in educational institutions of the country. It creates the basis for the remote holding of various kinds of events using the method of audio-video-conferencing and recording them for further use for educational or research purposes. The basis has been created for organizing television bridges with foreign universities and educational institutions on a national scale, for high-quality and high-speed connection of higher educational institutions to the Internet and Ziyonet, as well as to corporate networks of institutions and departments.

The new impetus for the reform of the education system, a radical review of the content of training at the level of international standards was the Decree of the President of the Republic of Uzbekistan “On measures for the further development of the higher education system” of April 20, 20171. In accordance with this document, large-scale work is being carried out in the country to strengthen the orientation of the areas and specialties of specialist training. Particular attention is paid to the implementation of innovative forms and technologies of education in continuing education. The Program for the Comprehensive Development of the Higher Education System for the Period 2017-2021 was also approved, which included measures to strengthen and modernize the material and technical base of universities, equipping them with modern educational and scientific laboratories and modern information and communication technologies.

However, there are still a number of problems in the educational system that are awaiting a radical solution, especially in secondary special and higher education. First, there is a huge unmet demand for educational services in Uzbekistan. This is due to the limited capital and teaching resources of educational institutions with a growing population. According to the Ministry of Higher and Secondary Specialized Education, in 2017, only 9% of applicants entered higher education institutions. As a result, approximately 27 thousand students left to study at foreign educational institutions. Secondly, in Uzbekistan, the main institutions of higher education are concentrated in the city of Tashkent, and therefore citizens of remote regions often do not have the opportunity to study in them. Thirdly, foreign universities have modern courses and programs, which are expensive for our citizens to study in. Fourth, the lack of highly qualified personnel in secondary schools (teachers in physics, history, geography with the Russian language of instruction). Such problems exist not only in Uzbekistan. According to UNESCO, "... all over the world the number of people who want to get an education is significantly higher than the number of places in educational institutions and according to forecasts, by 2025 the number of students in the world from 165 million will increase by 98 million" [1].

In world practice, to solve such problems, the possibilities of information and communication technologies in education, in the form of e-learning and e-learning, have been widely applied and are being applied. Previously, some universities offered individual elements of e-learning and distance education courses, but recently they have been provided in large quantities with the help of MOOC technologies [5.16-p.]. Massive Open Online Course (Eng .: Massive Open Online Course) - a training course with mass interactive participation using e-learning technologies and open access via the Internet, one of the forms of distance education. In addition to the traditional materials of the training course, such as video, reading and homework, massive open online courses provide the opportunity to use interactive user forums that help create and maintain communities of students, teachers and assistants.

Massive open online courses appeared in the field of distance learning in 2008, but became really popular in 2012, when projects such as Coursera, Udacity and Udemy attracted the first investments in the world. Early MOOC websites (e.g. Udacity) often promoted the concept of open access (open content). Later sites made access to the content paid, leaving the possibility of full or partial free training. Some platforms do not have their own content (educational material), but agree and receive them from leading universities in the world. The resulting training materials will be posted on their own platforms in a convenient, structured manner for students. For example, one of the most popular Platformra platforms has partnership agreements with more than 150 leading universities in the world, and offers online courses from leading world universities to its students [5, 7-p.]. For many students, this is a very convenient and affordable mechanism for obtaining education, which is what makes them popular and in demand in Uzbekistan.

In higher educational institutions of Uzbekistan, in the past two years, 678 foreign students have been educated on the basis of relevant online programs [5.19-p.]. According to published data on international enrollment for the 2017-2018 academic year, a total of 1,212 foreign students study at Mirzo Ulugbek National University of Uzbekistan alone [5.14-s.]. Cross-border e-learning is currently being implemented by a small number of universities in the country. Higher educational institutions of the republic are guided by the “pursuit of new approaches in international markets”, like China or Korea, consider e-learning, including cross-border e-learning, as one way to expand the accessibility of higher education. For example, Inha University is the result of cooperation between Inha University in South Korea and the Government of the Republic of Uzbekistan, which was created with the aim of developing professional, practical qualities of future specialists, as well as the release of competitive IT managers [4,2-p.]. Inha University in South Korea is one of the famous and prestigious universities, a leader in quality training in engineering, IT, management, and logistics. The curriculum of Tashkent Inha University is similar to the plan of Inha University in South Korea. Currently, the university has more than 700 students [6].

Currently, under the leadership of the Ministry of Higher and Secondary Education of the Republic of Uzbekistan and the Department of E-Learning in the Ministry of Education and Science of South Korea, students will be able to attend lectures, take tests, exams and defend diplomas online. The university is designed to simplify the process of credit transfer in the framework of its activities, as well as to improve and develop the quality of educational programs, applications and to develop cooperation on the academic exchange of students and teachers [4,6-p.].

The greatest success in learning is achieved when the learner focuses on the independent execution of pre-selected intellectual operations, “the structure of which is determined by

generic, genetic relationships in the material being studied" [3.89-p.]. The most effective, in our opinion, is the implementation of the presented electronic educational services, which are based on such principles as consistency, structuring, dynamism and flexibility, goal awareness and feedback, activity and visualization.

Results and Discussion. Online learning in Uzbekistan shows that students independently work with the information provided in the form of modules; the content and the process of mastering the educational material are adapted to the individual capabilities and needs of the students. Management of the learning process takes place in feedback mode with the establishment of the initial, intermediate and final states of the learner, to orient him towards the achievement of priority learning goals.

A study of online learning in Uzbekistan shows that the most common types of distance learning in the country are: simulation training, designed learning, programmed learning, modular learning, etc.

The content of simulation online learning is that 87% of students have the opportunity to analyze specific pedagogical situations. In 93% of the country's universities, computer cases, business games, which make it possible to solve certain pedagogical problems and visualize the consequences of their decisions, are an example of simulation modeling of professional activity. For example, in 71 universities of the country (National University of Uzbekistan, Samarkand State University, Bukhara State University, Kokand State Pedagogical Institute, etc.), online training is conducted in the design mode, accessible to all students, both in master's and undergraduate studies, which boils down to not only to the interactions of students with a computer programmed by the developer of the teaching system or teacher, but also transferred to the responsibility of the students themselves, which allows them to independently represent and express their knowledge, construct ideas about the studied subject area. With the designed online learning, students operate with environmental objects, guided by methodological instructions, in order to achieve the set didactic task, conduct research, the goals and objectives of which are set by students independently. One of the effective forms of online learning in Uzbekistan is the use of digital learning in the educational process, Web-ques.

Russian researchers T.P. Voronina, V.P. Kashitsin, O.P. Molchanova in the work "Education in the era of new information technologies (methodological aspects)" noted that "... there are many developed concepts that a student must know, understand and interpret before he can expertly discuss the subject. That is, he must have what is called experience. It is necessary to read a lot, compare numerous points of view, theoretical concepts, in order to develop your own view on the subject of study "[3, 139-p.]. Consequently, the role of a teacher in online learning is based not only on the choice of a particular method of teaching material, but also in the way of structuring and organizing the knowledge of students.

"Simulation training is connected both with imitation of the situation of professional activity, and with the activity itself. The use of the center as a tool for constructing knowledge provides an opportunity for students to gain access to information, interpret and organize independent knowledge acquisition, the ability to interpret it, form their own judgments, implement and implement them "[2, 87-p.]. With e-learning, students' motivation increases, they learn to think more intensively about the subject being studied on their own, to generate ideas. To increase the efficiency of the process of studying new material, it is possible to offer students work to create their own educational digital educational resources (CES), in which the need for concise and accessible for others to formulate their knowledge, contributes to the acquisition of more clear ideas about the subject being studied [1,21 -from.]. The process of developing and

creating educational materials forces students to study the subject more deeply, which leads to a better understanding of the curriculum. At the same time, the organization of the educational process helps to stimulate the cognitive independence of students.

Conclusion Thus, in the future, "e-learning will create the possibility of wide interaction between teachers and students, which will be effective on a parity basis" [1.23-p.].

The main element of the implementation of the electronic approach in the educational process is "the educational element of RE - an autonomous educational material designed to master some elementary unit of knowledge and used for self-education or training under the guidance of a teacher" [2,33-p.]. International organizations such as UNESCO and the World Bank are increasingly encouraging education programs through cross-border e-learning projects (for example, the IDEAL project is a joint project of the International Council for Open and Distance Education (ICDE), UNESCO Institute for Continuing Education (UIL) and StudyPortals (SP) [2.34-p.]. Therefore, from the foregoing, it can be concluded that online learning is becoming the main potential for developing cross-border education in the country.

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