DIDACTIC TEACHING OF DISTANCE LEARNING IN PRIMARY EDUCATION

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ABSTRACT

In this article, The views on didactic support of distance learning in primary education were examined. the peculiarities of the electronic textbook are also described.

Keywords: Teaching, didactics, electronic textbook, distance learning, elementary education, samadorlik, fast information environment.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Today, in our republic, great importance is attached to the distance form of education in the higher education system. Compared with the day today form of study, distance learning is more cost-effective for the educator.

This will also allow the person who feels the need for education to have a profession through low costs, to improve his skills, to orient himself in professional activities, to supplement his knowledge with new areas of knowledge. The process of teaching is characterized by the interactivity of self-organization, that is, the interaction of the student and the teacher as well as the students with each other, having a certain sphere of knowledge. So, when we talk about distance learning, we assume that in the process there is the interaction between the teacher and the student, the textbooks necessary for the teaching toolsuyiuyi.

The concept of self-independent teaching does not consider the existence of a teacher in the system. This is an independent activity of the student. That is the difference of distance learning from independent learning systems and programs. Independent study autonomous courses in video cassette, television and radiod courses work with computer programs and programs on compact discs. This also includes the process of reading on the basis of programs in a network in which communication between the teacher and the student is not established. In our opinion, the use of the term "distance" in this place is inappropriate, because here it is about the student's educational programs, independent work with information educational reurs in different carriers.

The student can work independently with a book, a video cassette and a course in the network. And the concept of distance education is applied only when the teacher and the student are separated by distance. The distance form is not an alternative to the correspondence form of training. Here, unlike the form of correspondence reading, they are specially applied to the yorda-mida tools of INTERNET technologies. Distance learning this is a new form of teaching in a series of everyday, correspondence extracurricular forms and it is necessary to look at it as an independent system of self-education.

At present, various measures are being taken to ensure didactic provision of information and distance learning of the society in the Republic:

* increase investment for new research work;
* improve the quality of Education;
* development of international cooperation in the production of products;
* improve the qualification quality of the specialists being trained and so on.

When it comes to the means of informatization of society, the information support of the educational system, the training of pedagogical coordinators and tutors, approaches from the point of view of modern pedagogical technologies, means of new information technologies applied together (or instead of them) with educational-methodical, normative-technical and organizational-instructional materials are understood.

As a result of comparing the descriptions of the traditional Pedagogical Sciences and the main components of the pedagogical science paradigm in the conditions of informatization of education, we come to the conclusion that the application of information technologies in education and the creation of new types of them are important and have great prospects. Let's take a look at the results below to base:

– didactics will be aimed at achieving educational goals arising from the formation, development and application of the intellektual potential of the individual in the conditions of informatization of education, the acceleration of the intellektual development of the student. Now these goals cannot be achieved without the effective use of Information Technology;

- didactics offers a variety of forms of educational activity in the conditions of informatization of Education. An example of this is obtained on the basis of the use of modern information technologies as one of the most basic tools for information, including cognition and self-awareness-we can also receive audio-video information, educational-information, educational-entertainment, experimental-research activities, independent activities for obtaining, storing, processing and recommending.

We can effectively use the tools of information technology not only in supporting traditional forms of education and teaching methods, but also in the implementation of high-level datative techniques that carry out psychopedagogic impact. It is desirable to use these methods in relation to:

• in the development of the individual's thinking abilities;
* decision-making in unpredictable situations is a process-nida is animating features such as creative initiative rendering;
• in the development of aesthetic perception (elements of computer graphics, multimedia-dia technologies) ;
* independently acquire knowledge;
* in bringing more detail to the eye in expert and artificial intelligence systems.

The penetration of modern computer technology, intranet and internet into the educational processes of global computer networks has led to the emergence of a completely new form of education, such as distance learning, the introduction of a new term – "distance learning" into our dictionary.

Distance learning is a new form of learning, teaching, in many ways, different from the traditional form of daytime or correspondence education.

Distance learning creates a suitable ground for the elimination of inaccuracies between educational and methodological databases, scientific and intellektual potentials of educational institutions. In

addition, the creation of a single information environment, databases, the emergence of opportunities for individual or collective use in this area significantly increases the effectiveness of teaching and research. In addition, it creates opportunities to organize communication not only from two sides, such as "Obyekt - Subyekt – Obyekt", but also from three sides, such as "Obyekt - Obyekt-Obyekt".

When designing distance learning from a pedagogical point of view, it is necessary to separately indicate the following main task::
    * creation of electronic textbooks;
    * creation of electronic courses;
    * development of distance courses;
    * implementation of appropriate models of distance learning;
    • development and implementation of pedagogical technologic equipment suitable for selected models, etc.

From the analysis of the above actions it is possible to conclude that in order to understand the full meaning of the theoretical framework of the form of training, which is new, but in a short time received a wide range, it is necessary, first of all, to carry out preparatory work. For example, it will be necessary to clearly and accurately determine the types of courses intended for distance learning, the characteristics of which are specific.

Qanday turdagi masofaviy o'qitish kurslari yaratilishi yoki tatbiq eti-lishidan qat'iy nazar, quyidagi komponentlarning ko'zda tutilishi obyek-tiv tarzda kelib chiqadi:
    1. General information about the distance learning course, its purpose and objectives, content (structure), terms of admission to training groups and other relevant information.
    2. Information materials (as a database) in the relevant field of science of the course.
    3. Establish communication with users, contact addresses (e-mail or other addresses, phones), which give the opportunity to receive the necessary information.
    4. It is organized into specific modules, that is, a structured training course (electronic textbook).
    5. A set of tasks aimed at mastering educational materials, checking the acquired knowledge, conducting rating control.
    6. A set of individual or co-conducted practical work of creative approach issues and assignments aimed at independently applying, using, solving concretely acquired problems of acquired knowledge and skills.
    7. It is a monitoring unit aimed at continuous assessment of the extent to which the independent activities of students go.
Based on the analysis of the above data, we can point out electronic textbooks as one of the main components of distance learning. At present, there is a great interest in electronic textbooks, which are considered a kind of computer education programs.
    1. Electronic textbook is a recommended textbook, in contrast to textbooks, expressed in simple numbers and texts, dynamically allocating subjects to science, using a variety of colors, multimedia, that is, appropriate audio and video animations that attract the attention of a person. The electronic textbook occupies a special place in pedagogical technologies, and a number of its advantages over traditional textbooks define it as a means of providing the closest methodological assistance to the teacher. We will come up with some of these advantages**:**
    2. Possibility to give a lot of information in a short time. Usually, when a teacher explains a process to students, he or she will tell or write down this process. And the electronic textbook, after explaining 5-10 minutes, the teacher, after another 5-10 minutes, will be able to show the

printed process in direct dynamics for a few minutes, that is, with the same effort. In the electronic textbook, however, the student can both hear and see at the same time. According to psychologists, when a person remembers 5-10% of what he heard, he remembers 10-15% of what he learned. If both hear and see at the same time, then more than 50% of the information is remembered. This is exactly what the electronic textbook provides.

➢ We are faced with certain electronic didactic problems in the creation of electronic textbooks. In solving these problems, electronic textbooks are represented as didactic and a complex subject of technical design, which can be seen in one system. This design consists of several stages:

➢ scientific research and research stage;

➢ experience sample creation;

➢ tests;

➢ Corrections and additions.

➢ In the didactic design of educational science, it is worthwhile to organize work on the general algorithmic approach, which is recommended below.

Clearly define the stages of achieving the goal.

To develop the tree structure of the aims and objectives of the study of science.that

To develop a structure of knowledge and skills that must be acquired.

Expert examination (examination, control, evaluation and diagnosis)development of tree structure of the tree.

Development of an invariant cycle of knowledge and skills.

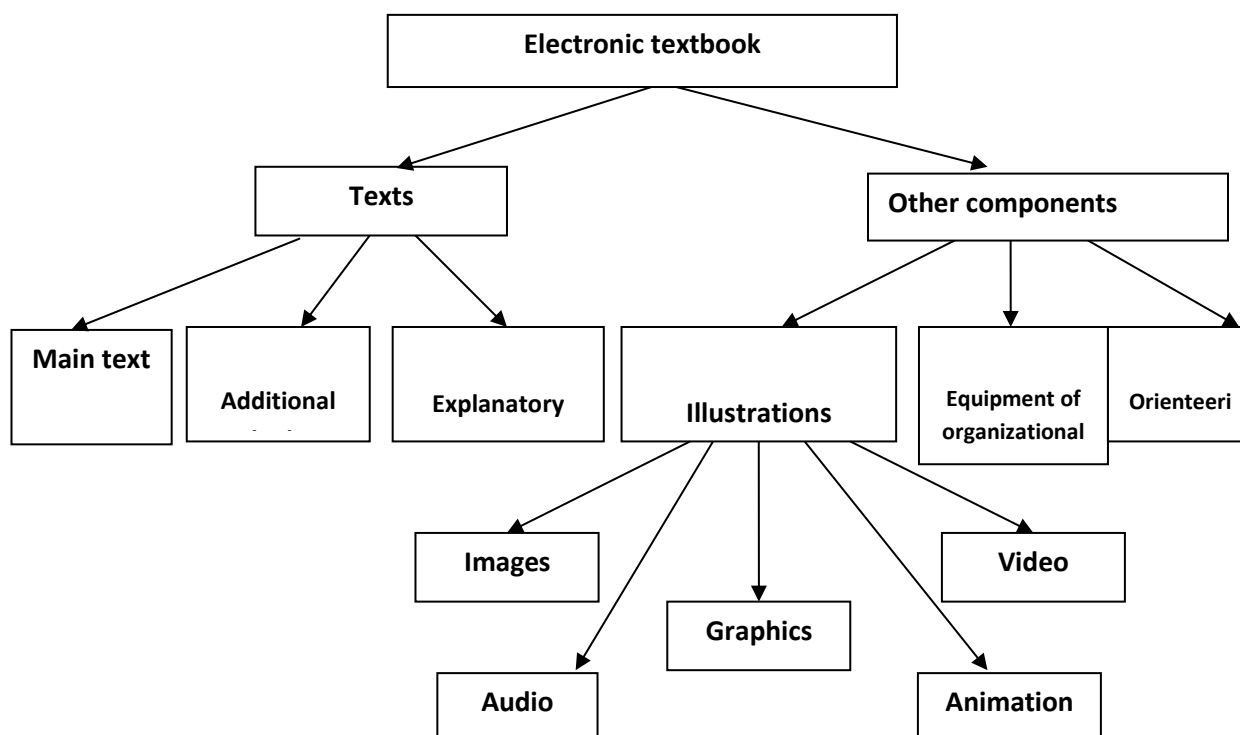*To develop the invariant modules of education in the field of education.*

To develop the tree structure of teaching.

To determine the performance content of a computerized learning complex □

Develop a course of.

To develop an electronic scenario of a course that will be created as a textbook.

Formation of a system of forms and Means and methods of studying science

1-drawing. To recommend the content of the study material. Structure of the electronic textbook on the form..

The analysis of the computerized aspects, learning processes, factors of intensification of teaching as well as the criteria for achieving the goal shows that the effectiveness of the computerized learning courses that are created with the consideration of the sections and stages that are presented below can be achieved in a high manner:

– *the basis of the subject to be taught: basic terms, conditional definitions, concepts, Basic Rules and interpretations, tables, links;*

– *activities where information processing and reflection is complex;*

- *relatively complex and difficult to explain links and algorithms for solving complex issues;*

– *implementation of dynamic, parametric and Game processes, systems and processes, instructional materials with complex illustration;*

– *construction and design processes;*

– *drawing and imitation of complex processes, systems and situations;*

– *distance learning subjects;*

- *expertise of the results of training;*

- *intermediate and final control of the course of the educational process and documentation of its results;*

- *increase of educational and methodical materials;*

- *experimental devices.*

Since the central problem of teaching is the achievement of new work, thinking and action in a particular area of acquired science, it is considered acceptable to begin work from a systematic analysis of existing skills, that is, from the objectives of studying science. This analysis should reveal the sequence and extent of the transformation of initial skills into productive skills. This is done in the form of a tree structure, and if recommended, it will be convenient to organize the work. Below the Bunda will be located the initial skills, the goals and skills that must be achieved at a high level.

Thus, the developed tree structures describe in detail the study of the educational science in a certain sequence, which is connected evenly, logically. But in what science, no matter what complexity and what components are included in it, create an electronic textbook or electronic course, it will be necessary to foresee a Creative Group approach that is common to all. In fact, the creation of an electronic textbook or course is not the work of a person or an author. In this, the activity of a specially formed (organized) creative group is considered the most appropriate for the purpose. Of course, the introduction of specialists, computer programs and qualified personnel in the field of science direction into this creative group will not only speed up the process of creating an electronic textbook, but also ensure that its quality is at a high level.

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