

THE USE OF DISTANCE LEARNING TECHNOLOGY IN PROFESSIONAL DEVELOPMENT AND ITS SPECIFICITY

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ABSTRACT

This article describes the main purpose of distance education, its importance and role in the modern education system, used in the professional development of teachers and staff. The use of the terms "distance learning" and "distance learning" in the modern education system.

Keywords: Distance learning, distance teaching, tutor, educator, education system.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The main purpose of distance learning in the training of teachers and staff is to provide students with the opportunity to study in a voluntary training institution, regardless of where they live, to improve the quality of education using the potential of professors and teachers, to provide continuous training and various forms of education. -brothering closer to each other.

Recently, a number of research studies have been conducted on the achievements and challenges of implementing distance learning in the education system.

In particular, the organizational and pedagogical problems of distance learning on the basis of Internet technology abroad A.Amago, A. Dods, R. Dukastel, R.Xolmberg, D. Kigan, M. Moore, G. Kirsley, R. Reflected in the works of Thomas and others. Also, the authors of more than 2,000 works on distance learning problems have described ways to use distance learning technology in their work.

While the research of M. Moore and G. Kirsley focused on the importance and essence of distance education, D. Keegan conducted research on the systems, means and forms of pedagogical elements of distance education, which differ from traditional education.

B.Holmberg's research considers the nature of the interaction of the learner with the learning process and the formation of requirements for teaching aids.

A.A Abdukodirov, U.Sh. Begimkulov, R.R Bakiev, R.H Juraev, N.I Toylokov on the organization of distance learning on the problems of distance learning in the education system of the Republic. Jumanazarov, H.K.Kodirov, N.S.Mamatov, K.Kh.Khusanov, S.SGulamov, N.A.Muslimov, R.H.Hamdammov, electronic on technologies and problems of introduction of distance learning in higher education institutions M.M. Kamilov, K.T. Olimov, A.H.Gafforov on pedagogical possibilities of creation and use of educational literature, D.Abdurahimov, D.Sayfurov, O.Tolipov on distance learning and its intellectual O.Bobomurodov and M.Khudoyberdiyev are conducting research on the analysis.

At present, the development of various software tools and methods for the use of distance learning ensures the rapid development of this education. In particular, S.Juraev,

M.Eshmurodov, S.Kasimov, Sh.Nazirov, H.Bulakbaev, R.Usmanov, F.Khalikov are actively researching the organization of high-performance educational technologies based on distance learning in the field of education.

In the process of studying the theoretical and scientific basis of research work on distance education, it can be observed that different definitions of the concept of distance education are given in different sources in this area. This, in turn, is due to the development of distance learning and the effectiveness of its introduction into the education system.

The terms "distance learning" and "distance teaching" have been used regularly since the 1990s, when the distance education system was formed. Although the distance education system is currently improved, there are differing scientific views on the meaning of terms such as "distance learning" and "distance teaching". We encounter the following definitions and terms in the application of distance learning to the refresher process.

In his scientific views, N.Muslimov described distance education as "a system of providing educational services using a special information environment based on the means of exchanging educational information remotely."

The "Dictionary of pedagogical terms" compiled by a group of scientists of the republic defines distance learning as follows: "Distance learning - distance teaching, all or most of which is based on telecommunications and modern information technology."

Distance learning is the interaction between a learner and a teacher based on Internet technology or other feedback methods at a certain distance, as well as all components of the learning process - purpose, content, method, organizational forms of learning and teaching methods.

The work of scholars who have thought and conducted research on distance education, in particular the purpose, content, method, means and other components of the educational process, has been studied and analyzed.

The purpose of distance learning is to regularly improve the knowledge, skills and abilities of students in the required areas in accordance with the requirements of the State, without leaving the workplace.

The content of distance learning determines the process of professional development of students, organizational forms and methods of its implementation, based on the requirements of the state. When choosing the content of distance learning, it is necessary to take into account that the training meets the requirements of the educational and regulatory documents, the needs of the trainee, his level of training.

In the process of distance learning, information-receptive, reproductive, problem-solving, heuristic and research methods such as traditional skills development are used.

Forms of distance learning are slightly different from traditional forms of training. These include interactive online classes, TV and video conferencing, chat, internet conferencing and email.

In addition to traditional print media, distance learning tools use innovative tools such as computer-based network training materials, computer training programs, audio and video materials, virtual simulators, and electronic libraries. In addition, modern computers and the Internet are required to carry out the process of remote training. We are convinced that the successful development of distance education can be based on the didactic use of computers, telecommunications, multimedia systems, etc., which are the main tools of the distance learning system.

In distance learning, it is called a “tutor” because of the specificity of the teacher’s role. A tutor is a mentor who supports the learner in mastering a distance learning course. A tutor is a counseling, learning subject that supports learners. Tutoring requires a great deal of responsibility in distance learning. To achieve the learning goal, the tutor is required to be able to demonstrate technological, organizational, economic and socio-psychological capabilities.

The functions of the tutor are:

- constant communication with students, establishing "feedback" with students;
- motivate learners to learn;
- assisting learners in developing their learning skills;
- listening to the learner's problems and finding solutions to them;
- “face-to-face” communication with learners according to the plan;
- assessment of learners;
- conducting interim and current assessments;
- communication and collection of test results;
- Development of a work plan, ensuring the timely implementation of work on the plan.

We think it would be logical to call the listener a “learner” in distance learning. This is because any subject that acquires skills through distance learning participates in the learning process not as a listener but as an independent learner. In distance education, unlike traditional education, the learner will need to be able to independently master the materials presented to him, allocate his time properly, plan learning activities, self-monitor and evaluate.

Assessment, which is another important component of the educational process in the process of distance learning, also has its own characteristics. While distance learning focuses on self-monitoring and evaluation, it is certainly also supervised by the tutor. Initial, intermediate and final types of assessment are used in distance learning. These types of assessments include tests, practical assignments, self-monitoring questions, and project work.

In addition to the above characteristics of distance education, other characteristics can be distinguished as follows:

- modularity of education - the possibility of creating an individual educational plan from a set of independent educational courses;
- parallelism of education - education without separation from work;
- capacity building - the ability to simultaneously master a large amount of materials and use a variety of teaching materials based on the needs;
- technical efficiency - the use of modern advances in information technology;
- cost-effectiveness - time and money savings (business trip and dormitory costs, rental costs of buildings and equipment);
- social equality - an opportunity for equal training, regardless of place of residence, health, financial status of the student;
- Transnationality - the development of exports and imports in the market of educational services.

It is also worth noting the following important aspects of professional development of teachers through distance learning:

- based on the independent activity of the listener;
- the ability to acquire knowledge at any time and place;
- the active nature of the knowledge acquired independently by the audience;
- the opportunity to stay in touch with the teacher and other students;
- The system of assessment of the acquired knowledge of listeners is based on quick feedback;
- Possibility of distance learning for different segments of the population living in different regions;
- individuality of reading;
- flexibility of the system of professional development of teachers;
- Interrelation with modern innovative and pedagogical technologies.

Historical and pedagogical analysis of the problems of organization and development of distance education shows that at present the world has gained experience in the implementation of distance learning. Distance education has become nothing new in the world of educational practice.

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