

IMPROVING THE PROCESS OF INTERACTIVE COMMUNICATION OF DISTANCE EDUCATION IN HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

This article comments on the importance of improving the process of interactive communication in increasing the effectiveness of distance education in higher education institutions. The importance of pedagogues using their professional skills in improving the interactive communication process and organizing an effective communication process was emphasized. Proposals and recommendations on improving the process of interactive communication in distance education are given.

Keywords: Distance education, interactive communication, pedagogical analysis, higher education institution, students, process, improvement.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In recent years, a new system has been formed to develop the field of education in New Uzbekistan, to create the foundations of the Third Renaissance, and in this process to fundamentally reform the field of higher education. To date, the number of higher education institutions in the republic has reached 200. The coverage rate of youth with higher education has increased significantly. At present, about 40,000 professors and teachers are working in higher education institutions[1:3].

Work aimed at improving the quality of education and innovative development of higher education institutions was carried out in order to ensure active integration into world educational standards in the field of education. As a result of this, the need for distance education in the higher education system has become more and more evident. This is partly due to the increasing demands for higher education and the need to change professional education more often. Distance education is education provided at a distance, which is characterized by the fact that all or most of the educational activities are conducted on the basis of telecommunications and modern information technologies. All assignments are done remotely by distance learning technology, and assignments are assigned by the higher education institution. In distance education, the learning process consists of consecutive contact and non-contact periods. All types of teaching methods are used in the communicative and non-communicative periods of the learning process according to their characteristics.

The purpose of distance education was determined by the decision of the Cabinet of Ministers of the Republic of Uzbekistan No. 559 of October 3, 2022 “On measures to introduce the form of distance education in higher education organizations”. At the same time, the principles and tasks, requirements for the organization of distance education, requirements for the software for managing distance education, admission of students to distance education and organization

of the educational process, and the procedure for monitoring the quality of distance education were determined. The developed countries of the world are taking measures to expand all forms of higher education, including distance education, increase its quality, ensure the right to education for everyone, equality.

When international experiences were studied and analyzed, it was observed that there is no uniform legal order or policy for distance education. “Distance education aims to acquire the necessary knowledge, skills and abilities by students using information and communication technologies and the Internet global information network, in accordance with curricula and educational programs.

The procedure for organizing distance education is determined by the Cabinet of Ministers of the Republic of Uzbekistan[2:95]. Today, the improvement of the interactive communication process of distance education is recognized as an actual pedagogical process. Because students and pedagogues often do not have interactive communication in distance education. That is, not only the student, but also the pedagogue communicates through technology in this process. This in itself affects interactive communication. But a master of his work or a skilled pedagogue is never afraid of such situations. Even if it is from a distance, they will conduct a class like live communication. Now let’s dwell a little on the meaning of these terms.

Pedagogical communication is the interaction of two or more persons (teacher, student) during the information exchange of knowledge or evaluation[3:56]. Interactive (“Inter” is mutual, “act” is to act) means to act (or to be in conversation with someone). In this situation, it is permissible to emphasize the cooperative pedagogy (collaborative pedagogical technology) – a system aimed at teaching in a form based on the interaction of educators and learners. Pedagogical communication does not lose its importance even in distance education. On the contrary, it needs further improvement. In pedagogical communication, it is necessary to analyze the communication of the teacher (pedagogue) with the students and draw a conclusion for each lesson. The main tasks of communication serve as the main element in improving the interactive communication process of distance education in HEIs. Tasks of communication:

- identification, exchange of information;
- modeling and analysis of future pedagogical communication;
- perceptions obtained from communication;
- thinking and sharing ideas about communication;
- technique and technology of organizing pedagogical communication;
- creative approach to work and is reflected in others.

Pedagogical communication is usually understood as a form of professional communication focused on the creation of a comfortable psychological environment with specific pedagogical functions that the teacher has with the student during and outside the class, and therefore, at the same time, a different kind of psychologically optimal scientific activity and the relationship between the teacher and the students (A.A. Leontev). Disadvantages of using the distance education method are the limitation of direct communication and psychological unity between the teacher and the student[4:143].

It should be emphasized that this limitation is one of the problems in improving the interactive communication process of distance education in HEIs. It will be easy to overcome this problem only if direct communication and virtual communication become equally important in the work process of the pedagogue. Communication is the most important professional tool in pedagogical activity and one of the main components of pedagogical skills. Pedagogical

communication is a professional attitude of a teacher aimed at creating the most comfortable communication environment with students in the classroom and outside the classroom.

Due to incorrect pedagogical communication, students develop fear and distrust, attention, and work efficiency decrease, the dynamics of speech is disturbed, and independent thinking decreases. Pedagogical communication as a psychological process is characterized by the following functions: knowing the person; information exchange; organizing activities, caring for others; self-affirmation. Communication also serves the function of self-affirmation. The task of the teacher is to teach the student to understand his “self”, to know his personal importance, to evaluate himself. While planning the lesson, the teacher should not only provide information, but also create confidence for students to express their opinions and assert themselves. Pedagogical communication is a form of teacher’s professional activity, in which educational and educational tasks are solved by means of interaction between the teacher and other participants of the educational process[5:70]. Based on the above considerations, pedagogical communication can be divided into the following types:

- communication based on mutual interest in creative activity;
- communication based on mutual friendship;
- communication-distance;
- communication-intimidation;
- communication-humor-reciprocation.

Communication is the formation of the need and ability to understand others, the need to understand oneself. Disadvantages in communication:

- ❖ imprudence, individualism, excessive coercion of the interlocutor;
- ❖ passivity, putting oneself too high and low;
- ❖ show excessive enthusiasm[6:6].

The most tested and effective method of interaction is communication. Even in distance education, communication should be the motivation of the teacher to allow the students to make themselves invisible. However, in an inactive communication, the student is very likely to limit himself to the pedagogue's lecture without fully conveying his opinion. In distance education, first of all, pedagogical efficiency is achieved only by forming and improving the process of active communication. But it is no exaggeration to say that distance education is a new system in HEIs in Uzbekistan. At the present time, along with the introduction of distance education in HEIs, we will continue to improve the field by studying the shortcomings and problems in the system and finding solutions, gaining experience. But most students and professors do not have practical experience in this form of education.

Also, the problems of preparing high-quality and meaningful, interesting educational materials and content, adapting them to a flexible environment can cause difficulties in students’ learning. One of the main problems appears to be students’ ability to manage their learning. We would not be mistaken if we say that for some students, distance education creates a number of inconveniences in learning.

But it would not be fair to interpret the problems in this only by this modern form of education. Because some of the students can’t make a suitable schedule for their education. They do not perform well because they start studying when the exam is near. For this type of students, the first semester of education is the most problematic period of study. Some students stop their studies during this period and form a wrong idea about distance education.

Distance learning requires a completely different approach from faculty and students. Practical experience shows that distance education is a very demanding form of education. The quality of distance education is affected by motivation, discipline, student and faculty commitment respectively. Currently, the lack of sufficient legal basis, lack of infrastructure, problems in the use of ICT are obstacles in the organization of distance education[7:100].

In today's conditions of digital transformation, there is a need to use distance learning technologies, which are one of the most effective forms of higher education and allow expanding the educational process. The main goal of Uzbekistan is to develop innovative science. At the heart of the organization of science-based economy is the task of improving the way of life and the quality of life. Regarding these processes, President Sh. Mirziyoyev said: "Increasing the quality of education is the only correct way of development of New Uzbekistan. As our grandfather Yusuf Khos Hajib said: "Where there is intelligence, there is greatness, where there is knowledge, there is greatness".

Therefore, we should continue the reforms we have started in this field, go to educational institutions, communicate more with teachers and trainers, and jointly solve the issues they raise regarding the improvement of the quality of educational work[8:2] – said. The perspective of the distance education system is that this system ensures the realization of one of the most basic rights of a person – the right to education. When evaluating the feasibility of the distance education system, it is necessary to take into account its social effectiveness.

We can't say that all organizational work will give good results in the field of distance education. Our scientists have repeatedly mentioned the existence of shortcomings in the field. Rector of Samarkand State University Doctor of technical sciences, Professor Rustam Khalmuradov assesses as follows: "We are in no hurry to increase the admission quotas of Samarkand State University named after Sharof Rashidov. We are abandoning external and distance education. Because today there are not enough resources to organize distance education in Uzbekistan. The biggest problem that amazes me is that some private universities are accepting distance learning students without their own facilities and teachers.

Unfortunately, after 4 years, they also give a diploma on behalf of Uzbekistan. Based on my experience, I say that you should not rush to make innovations in education. For this, first of all, we need to form an educational culture. Just one example, is there a student who is ready to receive distance education, to work independently on himself, or what percentage of professors and teachers are capable of conducting distance education in quality?! The most important issue is whether we have enough technologies to organize distance education?!

However, even without one of these factors, quality in education is not guaranteed. Today we don't need mediocre education. In order for Uzbekistan to behave independently and freely in geopolitical situations, the intellectual potential of the population must be high. As a result, along with good higher education institutions, we are losing qualified professors and teachers. Today, they are few enough to be counted by hand[9:6]".

It is impossible to be hasty and careless in the implementation of distance education in HEIs. First of all, it is necessary to analyze the shortcomings in the field. This is one of the most important factors in the distance learning system. Distance education should not become only a means of self-support in the conditions of the market economy of HEIs. Some foreign experiences have shown the effectiveness of the distance education system, the distance education system requires the student to prepare in advance and be equipped with hardware

and technical tools, to have a computer and connect to the Internet, and to have the skills to work in this system. At the same time, it is necessary to organize and improve the participation of students in the lesson and the process of interactive communication between the teacher and the student in the lesson. Taking into account the above analysis, I put forward the following proposals for improving the interactive communication process of distance education in higher education institutions:

- in the process of organizing distance education, taking into account the feedback of students to pedagogues and selecting teachers with experience;
- analyzing the activities of young teachers without involving only teachers with academic degrees, and allocating class hours to them;
- organizing master classes with the participation of scientists who have conducted scientific research abroad on the interactive communication process of distance education;
- conducting seminars, training courses, roundtables, meetings, conferences on improving the process of interactive communication in distance education;
- providing practical assistance in setting up equipment and continuous Internet access for teachers and students to ensure mutual interactive communication in distance education, etc.

Distance education allows all students to continuously improve their skills. In the process of such training, new pedagogical experiences are put into practice and the field develops. In the words of President Sh. Mirziyoyev: “in such renewal processes, the attitude and responsibilities of our teachers-coaches to work, life changed radically, the fact that they are constantly searching, striving for new things, and carefully mastering advanced educational technologies and methods, without a doubt, is of decisive importance[10:1]”.

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