

DISTANCE LEARNING: THE FUTURE OF EDUCATION DEVELOPMENT

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ABSTRACT

For a long time, people have tried to make learning automated, regardless of whether a teacher is nearby. At the end of the 20th century, with the advent of a regular and reliable postal system, “correspondent training” arose. Students received educational materials by mail, corresponded with teachers and passed exams to a trusted person, wrote a scientific paper. Correspondent training made it possible to study foreign languages, psychology, economics, and even dance with manuals sent by mail. Many universities have provided such training; continue to develop such programs through correspondence or internet communications today.

Keywords: *E-learning, modern technologies, the Pandemic, distance learning, modern method, information, internet.*

АННОТАЦИЯ

Давно люди пытались сделать обучение автоматизированным вне зависимости от того, находится ли рядом учитель. В конце 20 века, с появлением регулярной и надежной почтовой системы, возникло «корреспондентское обучение». Студенты получали учебные материалы по почте, переписывались с преподавателями и сдавали экзамены доверенному лицу, писали научную работу. Заочное обучение позволяло изучать иностранные языки, психологию, экономику и даже танцевать по пособиям, присланным по почте. Такое обучение проводят многие университеты; продолжают разрабатывать такие программы посредством переписки или интернет-коммуникаций и сегодня.

Ключевые слова: *электронное обучение, современные технологии, пандемия, дистанционное обучение, современный метод, информация, интернет.*

INTRODUCTION

Distance e-learning is a modern method of distance learning using computer systems. Many organizations are already using it, others while they are considering, deciding whether to pay off its use.

E-learning is a computer-assisted distance learning system. In essence, this is a perfect version of the self-instruction book familiar to everyone. The student studies a

topic, and then performs a test – if the result of the knowledge test was positive, then the student proceeds to study a new topic for him, if not, then the automated learning system offers to get acquainted with additional literature, take another lesson. The presentation of information occurs in different ways: video and audio materials, pictures, animation are used. No paper tutorial provides such multimedia capabilities [1-12]. To change the content, if necessary, the system administrator can press a few keys.

In modern conditions, the widespread use of the achievements of world science and innovation is becoming the most important factor in the dynamic and sustainable development of all spheres of life of society and the state, building a worthy future for the country. President of Uzbekistan S.M. Mirziyoyev on November 29, 2017 signed a decree on the formation of the Ministry of Innovative Development of the country. “The main activities of the Ministry in the field of introducing innovations in the social development of our country are: assisting in promotion in the education system, including through the introduction of modern, interactive and creative teaching methods, ensuring the development of innovative curricula that provide for the widespread use of digital technologies”. Until recently, such concepts as distance learning or open learning practically not separated. Nevertheless, at present, distance learning has proven its importance and relevance, especially during self-isolation [13-25].

DISCUSSION AND RESULTS

Modern distance learning systems allow for training and checking knowledge on a personal electronic computer at a convenient time, are individual and objective. Software of modern distance learning systems require a developed computer infrastructure, including local computer networks and access to the Internet, highly qualified personnel for system administration and confident users of personal electronic computers as students.

The results of the classes are available immediately upon completion, the necessary information can be stored amount of time and then analyzed for decision-making. This allows you to create a systematic approach to assessing and improving the professionalism of specialists, makes it possible significantly improve the efficiency of training costs and create a system of continuous monitoring the educational level and professional development of personnel outside depending on its territorial location.

Thus, one of the main tasks of teachers, especially now during the Pandemic, is to introduce into the educational process such methods and techniques. That will help

students to continuously learn and master certain knowledge, skills and abilities in a particular field of activity. In addition, to develop their creative abilities, where an important role is given to the study of the Russian language.

In the practice of working in educational institutions, the urgent problem of the day is the education of a socially active person who is able to take responsibility for independently made decisions [26-40]. For graduates of secondary educational institutions, the requirements of readiness for orientation in a life saturated with information flows, for continuous self-learning have become mandatory. In connection with the introduction of a new form of teaching the Russian language – distance learning in schools, there is a need for a communicative orientation in teaching the Russian language. More attention to the analysis of texts of various styles and types of speech, the targeted development of monologue and dialogic speech of students, and the formation of the ability to reason on the proposed topic remotely. Moreover, it is not just about programs, textbooks or manuals. It is about the approach to learning. It is necessary that, starting a lesson, online or offline, the teacher ask himself not only what, but also how to teach, why teach.

In this regard, the use and improvement of the methods of the educational process and educational technologies is of particular importance. The use of a communicative approach to the study of the Russian language based on modern technologies is the norm of today. This is especially true for the sphere of studying the Russian language during self-isolation for primary and secondary school students, where interaction with the teacher in the classroom cannot be effective without students independently mastering the necessary vocabulary, mastering the norms of the Russian literary language, as well as the ability to use language units in speech practice. The main feature of the modern lesson of the Russian language is the co-creation of the teacher and the student in cognition, in understanding linguistic phenomena. Live speech be heard in the lessons, and therefore distance learning or ZOOM is relevant during the Pandemic. Not the wording of the rules and exceptions to them, but the artistic texts and statements of the people themselves. The task of the teacher is to find such language units in a work of art, after analyzing which, students will receive the key to unraveling the subtext, understanding the ideological and figurative content.

Thus, in the process of learning the Russian language at school, the student must master the stable skills of adequate perception and understanding of speech, as well as the ability to generate their own speech statement. Which has certain communicative properties, and then it will be relevant to use – listening, as one of the

modern methods of teaching the Russian language for primary school students in distance learning.

Listening skills can become stable if the student improves them independently during extracurricular time. This can be facilitated by means of information and communication technologies that allow you to hear the speech of native speakers of the Russian language, see educational information through a computer, provide immediate feedback between the student and the learning tool, as well as organize learning activities at an individual pace and control the results of learning during self-isolation.

Listening problems are widely covered in the scientific and methodological literature. Psychologists, linguists and methodologists recognize this method as the most difficult type of speech activity; therefore, the work on the formation of the ability to perceive speech by ear requires painstaking efforts. In this regard, attention drawn to the approach of foreign psychologists and methodologists to the study of this modern method, which is based on a comparison of the listening comprehension mechanisms of native speakers and learners of a new language. A child immediately becomes a listener, only after being born, but after months he begins to speak, and he will learn to read and write only after a few years. This means that auditory skills are primary and underlie the formation of all other speech skills and abilities.

This leads to the fact that for a school student the Russian language is important as a process of special listening training, acquired during training and improved independently, and the need to know one's natural abilities for self-learning and listening comprehension. Parallel psychological processes – perception at the level of a word, sentence, dialogue, form the basis of auditory information and understanding, the result of the semantic processing of audio information, generates the student's communicative intention, the logic of thought. Psycholinguistics note that background information has a significant impact on the ability of memory to retain coherent texts, so associative links arise already at the stage of acquaintance with the title of the text. Such conditions make it possible to vary approaches to listening, to individualize this process. This facilitated by modern educational tools, one of which is a universal multimedia interactive complex of distance learning through various programs, regardless of online or offline, designed to form and improve students' foreign language speech skills during quarantine. At the heart of training with this complex is the principle of differentiated and integrated training, the principle of communicative orientation, the principle of visibility.

Thus, distance learning involves careful and detailed planning of the student's activity, its organization, a clear setting of learning objectives and goals, the delivery of the necessary educational materials that should ensure interactivity between students and teachers, feedback between the student and educational material, and provide the opportunity for group learning. The presence of effective feedback allows the student to receive information about the correctness of his progress along the path from ignorance to knowledge. Motivation is also an essential element of distance learning.

CONCLUSION

At the moment, during COVID-19, the most common types of distance learning based on interactive TV; computer telecommunication networks (regional, global), with various didactic possibilities depending on the configurations used (text files, multimedia technologies, videoconferencing); combination of technologies and the Internet.

However, due to the COVID-19 pandemic, distance learning currently practiced in schools in Uzbekistan, which makes it possible not to stop the educational process. Thus, students can contact the teacher via the Internet, discuss the topic and solve tests together, and a lesson on topics held in real time (via Zoom or Telegram). Network learning can be organized both autonomously and based on the deployment of information and educational environments. Moreover, it is important to add that the effectiveness of distance learning depends on the organization and methodological quality of the materials used, as well as the skill of the teachers involved in this process.

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