COMPONENT ELEMENT OF USING WEB PLATFORMS

Kholikulov Bekzod Jovliyevich

Karshi Institute of Engineering and Economics

Associate Professor of the Department of Information Technologies

bekzod16z18b@gmail.com

A B S T R A C T	K E Y W O R D S
In article is that the current level of development of science and technology, as well as the orientation of the world educational space for openness, massification, individualization, mobility, use of multimedia in education activate the task of creating a new type of educational focus environment is an electronic educational environment.	Electronic, educational, environment, education, media, technology, mobility.

Introduction

E-learning means information available in the database and used during the implementation of educational programs, information technologies and technical tools that ensure its processing, as well as the transfer of relevant information along communication lines, students and educational process organized by the use of information and telecommunication networks that ensure mutual cooperation of pedagogical staff is understood. Along with this concept, its analogues "e-learning", "e-education" and others are found in the literature. Mazkur sohaga tegishli atamashunoslikda bir ma'noli yondashuvning yo'qligi elektron o'qitish nazariyasining muhim muammolaridan biri sanaladi. Bu masala bo'yicha har tomonlama umumlashgan pozitsiyani It was put forward by a team of scientists and researchers of the University of Catalonia. In particular, they highlighted the following approaches to understanding the essence of e-learning:

- e-learning as a technology - the use of new multimedia technologies and the Internet in order to improve the quality of teaching with a means of facilitating access to resources, remote exchange and collaboration;

- e-learning as a content delivery system - the widespread use of a collection of programs and applications designed to "deliver" professional learning to the consumer;

- e-learning from the point of view of communication - implementation of education using modern means of communication;

- as a paradigm of electronic education - implementation of an innovative approach to the educational process. This approach envisages the creation of an interactive open environment with an educational orientation using the resources of various digital technologies .

The fourth approach to defining the concept of "e-learning or e-learning" integrates the above positions and is the most appropriate approach for us. Because it expresses the uniqueness and problem of our research.

The aspect that created conditions for the integration of e-learning into the international educational practice is the use of e-learning technologies of the world's leading universities and the creation of open e-courses. Examples of this are: MOOC (Massive Open Online Source), Coursera, Universarium, etc. Digital Britain, Degreed, Global Education, Second Life and others are among the most productive projects in the field of electronic education.

At the same time, as mentioned above, the introduction of e-learning into the educational system is characterized by the lack of theoretical considerations and the absence of comprehensive methodological support. In this regard, informative didactics of pedagogy; computer didactics; multimedia didactics; electronic didactics; New departments such as e-didactics are emerging and developing.

As a research subject of these departments, educational environments created with the help of the application of information-communication, distance and electronic education technologies will appear.

The following types of environments created and working on the basis of these technologies are described in the psychological-pedagogical literature: "information-educational environment", "adaptive (adaptive) educational environment", "electronic educational environment", "electronic informational educational environment" , "multimedia educational environment", "virtual educational environment" and others. The diversity of the cited concepts naturally raises the following question: is this definition synonymous? As mentioned above, the researched field of didactics is still new and the categorical apparatus is not unambiguous, so there is no single point of view on this issue. Accordingly, we had to analyze many definitions. Based on them, we came to the following conclusion: the studied concepts have different meanings. We will analyze the specific aspects of each of these concepts.

The content of the concept of electronic learning environment to a large extent reflects the essence and uniqueness of the environment aimed at satisfying educational needs in accordance with the modern trends in the development of the educational system. Its uniqueness is the use of electronic learning technologies and the intensification of computer networks for the implementation of educational activities. It should be noted that this concept is quite broad in terms of its scope. First of all, this is explained by the wide range of possibilities of electronic teaching technologies, their pedagogical potential. Perhaps, in order to organize the training of future engineers on the basis of mathematical and natural sciences at a higher educational institution, it would be appropriate to review the environment in which the component of the electronic learning environment is considered.

Adaptive learning environment is focused on individualization of the educational process, and this environment allows taking into account the uniqueness and needs of each learner. In this situation, information-communication, distance learning technologies and electronic learning technologies can be seen as one of the means to achieve the set goal. At the same time, this type of environment can be implemented without using a computer or the Internet.

The concepts of "open educational environment" and "multimedia educational environment" are divided on the basis of qualitative characteristics - openness and multimedia. In this situation, openness means the possibility of using educational and methodical materials in a free and convenient mode; for teachers, it is an opportunity to change and enrich the content-methodical and organizational-technological structure of the educational process. "Multimedia" represents the informational technological spectrum that uses various programs and technical tools in order to have a positive effect on the user. Therefore, these features can be implemented in all types of environments seen above.

A distinctive feature of the virtual learning environment is the leading type of interaction - virtual communication. In this case, the teaching process is built mainly by using distance learning technologies

and electronic learning technologies. In our research work, we study the mixed type of interaction of the subjects of the educational process.

The analysis of the characteristics of various environments organized and functioning on the basis of modern educational technologies made it necessary to evaluate the electronic didactic environment as a phenomenon of pedagogical science.

"Computer Supported Intentional Learning Environment" is also studied in the research works of foreign researchers.

As evidence, the concept of "computer learning environment" needs to be clarified and expanded in accordance with the important idea of our research.

The analysis of psychological-pedagogical studies provided an opportunity to identify theoretical and practical aspects that point to the existing differences between the concepts of "computer educational environment" and "electronic educational environment". The first include the following: the leading concept and the relevant stage of information society development; the functional function of the latter is derived from the used teaching tools, communication methods and the level of interactivity and openness. Leading concept. The creation of the computer educational environment required the technologicalization of the educational system, its computerization. The stage of development is the nineties of the twentieth century. At the beginning of the twenty-first century, due to the openness of the educational system, its popularity, and the openness of the expansion of the Internet, the paradigm of electronic and mixed learning (ye-learning, blended-learning) began to dominate. It is noted in psychological and pedagogical studies that the electronic revolution is one of the reasons for the emergence and development of educational electronic environments. This argument was crucial in distinguishing the functional characteristics of computer and e-learning environments. It should be noted that in the previous teaching process, the computer was used only to perform an illustrative function, and also helped to perform various operations in an automated manner. As technique and technology progressed, so did its possibilities. In modern works on the problems of computerization of education, it is stated that it is not allowed to use the computer only as an additional illustrative teaching tool.

To a large extent, this is due to the wide range of tools used for teaching. If in a computer education environment - the tool is the computer, then in the e-learning environment interactive whiteboards, educational panels, multimedia tools, social services, remote desktops, touch pads, etc. are possible tools. possible Foreign researchers express the principle of diversity of teaching tools as "bring your own devices". Approving their opinion and position, we believe that the use of e-learning technologies paves the way for creating a special environment in the current educational space. This environment should not be limited to the computer as the main teaching tool.

CONCLUSION

Thus, the current scale of the development of science and technology, as well as the orientation of the international educational space to openness, mass, individuality, mobility, the transition to the use of multimedia tools in the field of education, a new type of environment with an educational orientation - electronic education is advancing the task of creating a lim environment. This argument is important in the context of the education paradigm of Long Life Learning. In its framework, mixed learning (blended-learning) has become widely popular. This type of education provides for the optimal combination of daytime and distance interaction between teachers and students. At the same time, as mentioned above,

the electronic educational environment that we are considering is considered a structural element of the electronic informational educational environment.

REFERENCES

1. Ergashev N.G'. Talabalarga o'quv materiallarini dasturiy vizuallashtirish asosida taqdim etish metodikasi (Texnik tizimlarda axborot texnologiyalari fani misolida): ped. fan. fal. dok. (Phd) ... diss.. 13.00.02.- Qarshi – 2021, -B.154.

2. Xoliqulov B.J. Talabalarda web platformadan foydalanish asosida kompyuterli modellashtirish ko'nikmasini rivojlantirish metodikasini takomillashtirish): ped. fan. fal. dok. (Phd) . diss. 13.00.02.- Qarshi – 2023, -B.155.

3. Tursunov M.A. Elektron ta'lim resurslaridan foydalanish asosida talabalarning mustaqil ta'lim olish Metodikasini takomillashtirish (Axborot texnologiyalari fani misolida): ped. fan. fal. dok. (Phd) . diss. 13.00.02.- Qarshi – 2023, -B.155.

4. Turdiyev Sh.R. Steam fanlari ta'limini modellashtirish hamda raqamlashtirish orqali rivojlantirishning nazariyasi va metodikasi: ped. fan. dok. (DSe) . diss. 13.00.02.- Qarshi – 2023, -B.154.

5. EN Gayratovich, KB Jovliyevich. (2023). Theory and Methodology of Software Modeling Using the Web Platform. Eurasian Scientific Herald 16, 59-63.

6. KB Jovliyevich. (2022). A Survey of Software Development Process Models in Software Engineering. Eurasian Scientific Herald 8, 69-72.

7. BJ Kholikulov. (2021). TEACHING LINE MODELS AND SOLUTIONS WITH THEIR PROGRAMMING SYSTEMS. Oriental renaissance: Innovative, educational, natural and social sciences 1 …

8. KB Jovliyevich. (2021). TEACHING CREATING SOFTWARE IN SOLVING INTEGRAL MODELS. Academic research in educational sciences 2 (12), 423-426.

9. KB Jovliyevich. GENERAL ANALYSIS AND PROBLEMS OF MATHEMATICAL MODELING THEORY. European Journal of Research and Reflection in Educational Sciences Vol 8 (12).

10. K Bekzod. (2022). METHODS OF IMPROVEMENT OF OBJECT ORIENTED PROGRAMS. International Conference on Problems of Improving Education and Science 1 (02).

11. АГ Эшмуродов, БЖ Холиқулов. (2018). ШИФРЛАШНИНГ МАТЕМАТИК МОДЕЛЛАШТИРИШ МЕТОДЛАРИ. Интернаука, 68-69.

12. Б.Ж.Холикулов, А.Г.Эшмуродов. (2018). ДИНАМИЧЕСКОЕ МОДЕЛИРОВАНИЕ ПОЛИТИЧЕСКИХ ПРОЦЕССОВ С ИСПОЛЬЗОВАНИЕМ СИСТЕМ ЛИНЕЙНЫХ ДИФФЕРЕНЦИАЛЬНЫХ УРАВНЕНИЙ. Интернаука, 29-32.

13. XB Jovliyevich. (2023). TALABALARNING ALGORITMLASHGA OID FIKRLASHINI RIVOJLANTIRISH METODIKASI. Наука и технологии 1 (2).

14. Gayratovich, E. N. (2019). USING VISUAL PROGRAM TECHNOLOGY METHODS IN ENGINEERING EDUCATION. European Journal of Research and Reflection in Educational Sciences Vol, 7(10).

15. Gayratovich, E. N. (2021). SPECIFIC ASPECTS OF EDUCATIONAL MATERIAL DEMONSTRATION ON THE BASIS OF VISUAL TECHNOLOGIES. International Engineering Journal For Research & Development, 6, 3-3.

16. G'ayratovich, E. N. (2022). It Is A Modern Educational Model Based On The Integration Of Knowledge. Eurasian Scientific Herald, 5, 52-55.

17. G'ayratovich, E. N. (2022). The Theory of the Use of Cloud Technologies in the Implementation of Hierarchical Preparation of Engineers. Eurasian Research Bulletin, 7, 18-21.

18. Gayratovich, E. N., & Yuldashevna, T. O. (2020). Use of visualized electronic textbooks to increase the effectiveness of teaching foreign languages. European Journal of Research and Reflection in Educational Sciences Vol, 8, 12.

19. Ergashev, N. (2021). Methods of using visualized educational materials in teaching programming languages in technical universities. innovation in the modern education system.

20. Ergashev, N. (2020). Didactic fundamentals of electronic books visualization. An International Multidisciplinary Research Journal.

21. Ergashev, N. (2020). Using the capabilities of modern programming languages in solving problems of technical specialties. An International Multidisciplinary Research Journal.