

THE USE OF INNOVATIVE TECHNOLOGIES IN THE SYSTEM OF DISTANCE LEARNING IN UNIVERSITIES

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ABSTRACT	KEY WORDS
The article discusses the use of innovative technologies in the distance learning system in universities".	Education, activity, training, expert, pedagogy, distance learning, model, personalization, functions, process, to test.

Introduction

Distance learning is one of the large-scale innovations in the domestic and global education system. Due to the intensive development of information technologies, there are grounds for talking about the need to revise existing approaches to the education of children who will live in a system of knowledge and activities that differ significantly from those that exist today. According to some experts, as information technology develops, people will devote up to 40% of their total study time to distance education, combining them with traditional forms of face-to-face classes (40%) and self-education (20%).

This correlation implies the need for a significant increase in attention to scientific and pedagogical developments in the field of distance learning and education. This is also due to the expanding experience of remote activities of domestic educational institutions.The concept of "distance learning" is one of the most developing in Russian pedagogy. Among the various and often contradictory interpretations of distance learning, two approaches can be distinguished that differ significantly from a pedagogical point of view.The first approach, which is quite common today, boils down to the fact that distance learning refers to the exchange of information between a teacher and a student (a group of students) using electronic networks or other means of tele-communication.

In this case, the exchange and transmission of information play the role of an auxiliary environment for the organization of productive educational activities of students. In parallel with the creation of an educational product by students, their internal educational increments occur. The personal, creative and telecommunication nature of education are the main features of distance learning of this type.

By distance learning, we will understand learning using telecommunications, in which subjects and objects of education, having spatial or temporal remoteness, participate in the educational process aimed at creating educational products and corresponding internal increments of subjects of education. The concept of "distance learning" has led to the need to include such concepts as "distance education" and "Internet education" in the pedagogical thesaurus.

In this case, we are talking about the creation of remote (virtual) pedagogy and psychology, which determine the specifics of the educational activities of students and teachers using multimedia, telecommunications and other electronic learning tools. Pedagogy corresponding to virtual education should be considered situational to a large extent, since the specifics of its application are determined each time by specific learning conditions and the educational situation that exists only in a given space, at a given time, between these subjects and objects of education.

The objectives of distance learning are:

- the introduction of modern educational technologies and the creation of a new educational space with their help;
- stimulation of independent creative and search work of students, directed by teachers;
- a gradual transition from dogmatic (reproductive) learning to a more modern one based on the development of creative thinking.

The introduction of distance learning means big changes in the organization of the educational process. The administration and teachers who develop and conduct distance learning have new responsibilities. In general, innovations in the educational sphere cause technical, social, organizational, managerial and economic changes that have a certain impact on the development of educational organizations.

The main modern trends that are used in the teacher's teaching practice at the moment are: visualization; various interactive programs and laboratories; virtual excursions; "personalization".

The following forms are used in the lessons BEFORE: chat classes – when teacher–student interaction takes place using chat technologies. Chat classes allow you to communicate both via SMS messages and audio messages.

There are often several web-based classes – these are lessons in the form of conferences, which most often take place on Skype or in Zoom. These are well-established platforms in practice for conducting online video conferences. Communication is organized in such a way that students see the teacher, the teacher hears and sees all students who joined the lesson by link, and can demonstrate their computer screen and even use an interactive whiteboard when solving tasks with history maps.

Logical and semantic models have versatility and can be used in teaching any academic disciplines when working with students of different age groups. Students like to see their final product – a model that displays all the important points of the paragraphs being studied. This technique allows them to retell paragraphs more successfully in traditional forms of the lesson.

The main objectives of online learning are, firstly, to control the quality of knowledge acquisition. In the distance learning mode, knowledge control is carried out using tests, creative tasks sent electronically.

Tasks are also exchanged remotely. The teacher sends students creative tasks through an electronic journal, determining the form and timing of their completion. If necessary, video lectures, video lessons, presentations, memos, etc. are attached.

The lessons often use, among other things, the working methods outlined in the "Methodological recommendations for improving certain issues of the educational process." Let's highlight the main techniques and methods of activity that help students adequately perceive educational information and show their own creative abilities.

Recently, fragmentary video lessons on documentaries and feature films have been successfully implemented.

It is very effective to use artistic historical dramas in history lessons, because there is a great opportunity to create a problematic situation against the background of comparing artistic design and historical reality. Students really like to compare historical facts and fictions of screenwriters – such problematic training is already conducted with online lessons.

There are negative sides to the organization of any process, especially distance education. For example, the lack of live contact between the teacher and students; the lack of live communication between students and its replacement by an alternative in the form of correspondence on social networks, messengers, educational platforms; high labor costs at the initial stage of creating educational materials for distance learning; the impossibility of 100% control of students' knowledge, their bias and many others. It is also necessary to point out the possibilities of technical implementation of the use of distance learning by participants in the educational space.

Based on the results of a survey on the attitude of students to distance learning, it was decided to continue using distance learning technologies in the independent work of students in the implementation of such teaching methods as the project method, solving case studies, as well as to test the process of organizing the solution of creative tasks.

The use of distance learning technologies in the educational process significantly expands the methods and forms of organizing independent individual and group activities of students, becoming an effective addition to the traditionally used ones. Today, distance learning technologies are developing very actively, special learning environments allow you to organize an educational process that is in no way inferior in its didactic capabilities to the traditional one, and in many ways surpasses it. Distance learning allows you to minimize the unproductive use of the student's time.

Interactive methods implemented in the distance learning environment make it possible to form not only knowledge about the subject and section of the subject, but also an emotional and value attitude towards them, skills to apply the acquired knowledge and skills in non-standard modern events.

It should also be noted that each of the presented areas of implementation of active and interactive teaching methods using distance learning technologies has its own didactic and methodological advantages. And the choice of one or another method or their integration depends on the goals and objectives facing a particular teacher.

An important condition for improving the effectiveness of distance learning is the creation of a favorable, comfortable psychological climate in the interaction of teachers and students. Therefore, teachers need to show restraint, restraint, tact, caution and correctness inherent in the profession when interacting with students. It is equally important to actively involve them in the organization of educational communication, introduce them to innovative methods and technologies of teaching and self-education, give them the opportunity to put into practice their existing skills and abilities, especially in the field of modern information technologies, develop their creative potential and contribute to the self-realization of the personality of students.

The strategic goal in the field of education around the world today is to increase the availability of high-quality education that meets the modern needs of society and every citizen. The quality of education is growing due to the possibility of access to educational and additional materials and a fast way of transmitting information in the process of student interaction with teachers.

Due to the information revolution, the Internet occupies one of the leading places in our lives. The modern learning process is impossible to imagine without computers and the Internet. This gave an impetus to the modernization of the education system in general and distance learning in particular, which has become widespread not only among young people, but also among people of the older age group. Every year, interest in distance education is growing, since during the formation of a single global information space, this form of education meets the demands of the time.

The distance learning system must ensure the following functions:

- delivery of the main volume of the studied material to students using information technology;
- interactive interaction of trainees and teachers in the learning process;
- providing students with the opportunity to work independently on the development of the studied educational material;
- assessment of students' knowledge and skills in the learning process [3].

According to the technology of data transmission at a distance, the following forms of distance learning can be distinguished:

- mailing printed materials by mail (typical for traditional distance learning);
- distribution of audio-video cassettes and CD-ROMs;
- through interactive TV and video conferences;
- via teleconferences
- via e-mail and mailing lists

Today, Internet technology is displacing other forms.

According to the method of obtaining educational information, there are:

- synchronous educational systems;
- asynchronous learning systems.

Synchronous systems involve simultaneous participation of students and the teacher in the learning process. Such systems include:

- interactive television,
- video conferences,
- computer teleconferences,

Asynchronous systems do not require simultaneous participation of students and a teacher. The student chooses the time and lesson plan himself.

- Mixed systems that use elements of both synchronous and asynchronous systems.

-Distance learning levels:

For students, case technology should be considered basic, since it is she who can form the set of educational and methodological support (including electronic and traditional textbooks and teaching aids, which allows for the professional training of a student in his chosen specialty.

The following learning tools can be effectively used in case technology:

- discipline study programs with methodological guidelines for the implementation of control, term papers and graduation papers;

- printed fundamental textbooks and study guides for each of the disciplines of the course;
- special printed educational and practical manuals with tests for self-control and control;
- overview (installation) audio or video lectures on each discipline of the course;
- laboratory workshops;
- computer electronic textbooks and/or computer training programs in all disciplines of the course.

Advantages of distance learning:

- the possibility of remote education for foreigners, people with disabilities and people with various disabilities;
- the opportunity to study at an individual pace;
- free access of students to databases, library catalogs and other information resources;
- convenience in the management of personal affairs of students;
- interactivity (the ability to quickly exchange information);
- the ability to undergo testing in direct access mode.

Disadvantages:

- lack of personal communication with the teacher;
- the need for strict self-discipline, self-control;
- the need to use special equipment (personal computer, Internet access);
- difficulties with user authentication during knowledge verification;
- lack of practical skills.

All of the above learning technologies (or their elements) in one form or another can be used in the educational process of higher education.

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