

## THE ROLE OF ELECTRONIC RESOURCES IN THE DISTANCE LEARNING PROCESS

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**Abstract.** The purpose of this article is a consistent and comprehensive study of distance learning methods in the modern world. The problem of distance learning development is of particular importance in connection with the rapid development of information technology, especially Internet technology.

**Keywords:** online, distance learning, telefax, audio conference, computer conference, video conferencing, priority, convektiv

Distance learning (DO) — a set of technologies that ensure that students deliver the bulk of the material studied, the interactive interaction of students and teachers in the learning process, providing students with the opportunity to work independently to master the material studied, as well as in the learning process.

Interaction is provided in various ways, such as the exchange of printed materials through mail and telex, audio conferencing, computer conference, video conferencing. Distance learning is a promising way to get education by isolated rural students, students with specific requirements or people who are unable to achieve their goals in another way.

Distance learning is a distance learning method in which the teacher and students are physically located in different places. This is a training tool that uses audio, video equipment, the Internet and satellite communication channels. The interest that the possibilities of distance education aroused in all over the world is very paradoxical. The fact is that the very form of training, when students and teachers do not communicate with each other directly during the entire training course, is well-known in the whole world. This is a correspondence course existing in many universities. The quality and effectiveness of distance learning in its modern form is seriously criticized. Naturally, the technological features of a particular communication environment leave a certain imprint on the very communication between the teacher and the trainee, on the strategy and tactics of training, teaching methods. It is this influence on the teaching methods for specific disciplines that is the subject of many foreign literary sources and publications in periodicals.

The regulatory framework of what we habitually call “distance learning (DL)” has been and is under development over the past 10 years, and still a number of problems of the practical application of DL remain unresolved.

The term “distance education” does not go back to any particular technology; rather, it describes a learning method that allows the learner and students to go beyond the narrow framework of instruction in the classroom. Let us consider in more detail the concept of distance education, as well as the spectrum of its capabilities.

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promising way to get education by isolated rural students, students with specific requirements or people who are unable to achieve their goals in another way.

It is significant that the benefit of acquiring information from outside makes distance learning preferable for working adults, those who find that the mass and routine of learning is unacceptable to him.

You can define distance education as an education characterized by five main points:

1. The existence of the teacher and student and, at a minimum, the existence of an agreement between them;
2. Spatial separation of the learner and the learner;
3. Spatial separation of the student and the educational institution;
4. Bidirectional interaction of the student and the teacher;
5. Selection of materials designed specifically for distance learning.

The planned results and content of distance learning to coincide with the results and content of full-time study, the difference lies in some principles of training, as well as in the forms of presentation of educational material and in the forms of interaction between the teacher and students and students.

Of course, distance learning should be built in accordance with all didactic principles that take place in modern pedagogy: objectivity, science; the connection between theory and practice; consistency, systematic; availability with the necessary degree of difficulty; visibility and variety of methods; consciousness and activity of students; the strength of the assimilation of knowledge, skills. But there are specific principles of distance learning.

We can distinguish the following specific principles of distance learning:

1. The principle of interactivity. Distance learning should provide interactive interaction between all its participants.
2. The principle of openness. Anyone should have access to receive distance learning of his choice.
3. The principle of flexibility. The course of the educational process can be adapted to the individual characteristics of the student, building an individual educational path and giving the opportunity to study at a convenient time.
4. The principle of adaptability. It is ensured through the use of modern information and telecommunication technologies that allow you to adapt the distance learning process to the characteristics of students.
5. The principle of transmissibility. It consists in the possibility of transmitting educational texts, audio and video recordings computer programs for educational purposes around the world.
6. Customer focus. Distance learning expands access to education for people who, for various reasons, cannot receive full-time education.
7. The principle of basic knowledge. To start distance learning, the user needs to have some basic knowledge. For this, input control is used in various distance courses.
8. The principle of identification. Student identification is part of the overall security activities. Each user of a distance course has username and password to access the training on the course. The student is also identified using video conferencing.
9. The principle of individualization. You can study on a distance learning course in accordance with the individual pace and individual educational trajectory.
10. The principle of regulatory training. Distance learning should be subject to certain time schedules, for example, the deadline for students to pass tests, control tasks, etc.

The means of information and communication technologies used in the process of distance learning should correspond to the learning objectives and contribute to their most effective achievement.

The research teaching method is characterized by the presence of clearly defined goals that are relevant and significant for participants, a well-thought-out and well-grounded structure, widespread use of an arsenal of research methods, the use of scientific methods of processing and presentation of results.

From all the above it follows that distance learning is a special type of training, the main feature of which is the interactivity of the interaction of all participants in the educational process. The presence of a teacher is not necessary, since distance learning is a process of independent study of the material. With distance learning, a personality-oriented approach to learning is implemented, the maximum individualization of learning occurs. Distance learning is characterized by both general pedagogical didactic principles of teaching and specific principles. The use of new information and telecommunication technologies allows the interaction of distance learning participants regardless of their location using e-mail, chat, forum, video conferencing, webinar, online seminar.

The methodological feature of distance learning is that the assimilation of knowledge, skills and abilities provided by the curriculum is not carried out in traditional forms of training (lecture, lessons, seminars, etc.), but through the student's independent work using various means - information carriers.

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