

INTRODUCTION OF REMOTE LEARNING TECHNOLOGIES IN ORGANIZATION OF THE EDUCATIONAL PROCESS OF HIGHER SCHOOL

Gulomjonova M.

*Gulomjonova Mohidilhon – Teacher,
DEPARTMENT OF LANGUAGES,
FACULTY OF AGROLOGY AND BUSINESS,
ANDIJAN BRANCH
TASHKENT STATE AGRARIAN UNIVERSITY,
ANDIJAN, REPUBLIC OF UZBEKISTAN*

Abstract: *currently, when educational institutions have gained access to information resources of the World Wide Web, the use of information and communication technologies in training, more and more closely teachers' attention is paid to the effectiveness of using new information and computer technology in the learning process.*

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The creation of a distance education system became possible with the advent of computer multimedia tools, technologies and high-speed telecommunication networks. The only way to present information of any kind, the possibility of open access to databases, the operational processing of large amounts of information has become the basis for creating global information and educational space, has given remote qualities such as openness, focus on the interests of the individual, flexibility of individualized learning. Instead of being the dominating authority in the classroom, the teacher facilitates the communicative process among all the-learners and between the students and the various tasks, giving guidance and advice when necessary¹. Technologies used in distance learning are technologies based on widespread use of developmental education, problematic and research methods methods combined with the maximum use of advances in information technologies.

Education development trends based on new progressive concepts, implementation in the educational process of the latest pedagogical technologies and scientific methodological achievements and the creation of a new information support system education led to the spread of a new learning

¹ G.T. Qodirova. Linguistic and communicative competence in learning language. International conference., 2016, p.441.

technology - distance learning education. Information technology used in distance learning can be divided into three groups:

- technologies for the presentation of educational information;
- technologies for the transfer of educational information;
- technologies for storing and processing educational information.

The effectiveness of on-line technologies is especially high when organizing online seminars, classes, and group consultations. When organizing joint educational programs, special importance is given to distance learning network technologies, since they allow the most fully implement the principle of the distribution of educational resources and personnel potential.

Among specific factors of distance learning forms and methods can be distinguished the following:

- changing the content and forms of teaching traditional disciplines in the use of computer textbooks, multimedia technologies and information materials on the Internet located on WWW servers;
- the inclusion in the curriculum of new disciplines related to the study of information and telecommunication technologies and applications based on them as cognition tools in applied areas of human activity;
- appearance of new forms of independent search and research work by students using global computer networks and distributed databases in the course of educational, research work;
- Organization of collaboration between teachers of various disciplines (possibly from different universities or different countries) at the design stages and the implementation of inter-department and inter-university curricula;
- preparation of teachers to work with new methods and organizational forms of training, to the intensive use of network communications and new information technologies in the educational process.

Computer-based materials for language teaching which is also found on many published CD-ROMs for language teaching has become a part of the use of the Internet and web-based tools². Based on the foregoing, distance learning based discipline forms and teaching methods, can be defined as a specific educational-methodical complex, including computer, telecommunication, methodological and organizational components of a single educational process taking place in several geographically dispersed study groups with several teachers, possibly from different universities.

References

² N.A. Odilova., M.U. Irgashev. Information and communication technology in language learning. International conference., 2016, p.439.

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