Sayyora Azizova
TSPU
Master's degree

THEORETICAL FUNDAMENTALS OF DISTANCE EDUCATION ORGANIZATION

Abstract: This article describes the history of distance education and how it is taught. Distance learning provides opportunities for knowledge exchange between teacher and student through interactive interactions. The division of the contingent involved in distance learning into categories of individuals belonging to social groups. It also discusses the categories of distance learning, how they work, and their strengths and weaknesses.
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Introduction

The history of distance education dates back to the 1700s. In 1728, Caleb Phillips appealed to the Boston newspaper to encourage students to study stenography anywhere in the country by exchanging letters. That was the beginning of distance learning.

Isaac Pitman has made a significant contribution to the development of distance education. In 1840, he sent a letter to everyone with lesson topics. In 1856, the Institute of Correspondence Education in Berlin was founded by C. Tusen and G. Lanchenstein. The training was also conducted by mail with training materials, tests and more.

In 1873, the first correspondence schools were established in the United States. Anna Eliot Ticknor is the founder of the Ticknor Society for Women, where students are believed to have learned by mail from a distance. A year later, in 1874, Isaac Pitman proposed to create his own curriculum by mail.

Shortly afterwards, in 1892, the University of Chicago created the first distance learning program, making it the first distance learning institution in the United States. In 1899, Queen's University in Canada began teaching distance learning to students.

In 1906, Calvert Elementary Schools in Baltimore also began teaching distance learning. In the first half of the twentieth century, with the advent of new technologies, the development of distance education accelerated, it was offered to students in a variety of formats and. Thus, with the invention of radio, the process of developing distance learning accelerated, and new forms of working with students emerged. The university that first introduced radio teaching is believed to have been Pennsylvania State University in 1922. Shortly afterwards, in 1925, the University of Iowa began offering scholarships for five courses in radio broadcasting. In 1934, the university opened the world's first educational channel, which continues to this day.

With the advent of television in the 1950s, television courses developed. Thus, by 1953, television broadcasting of courses was very common among U.S. and European universities.

In 1965, the University of Wisconsin introduced a large-scale training program for physicians using the telephone training format. In 1968, he received a diploma in distance learning from Lincoln University in Nebraska.

In the 1960s, distance education became internationally recognized and actively developed with the support of UNESCO. In 1963, the Prime Minister of the United Kingdom, G. Wilson, announced the creation of an "air university" that would unite all educational institutions using distance education. In 1969, the Open University was established in England. Today, the university is very

popular, with more than 200,000 students from different countries studying in various fields.

In 1970, a working group was formed in California to develop educational television courses. An entire coastal public college was later established, offering educational films to university libraries and public television channels. In 1976, the first Coastline Virtual College was opened. However, one technology quickly replaced another, and it was soon proposed to offer online courses via satellite stations, and then the foundations of the Internet were laid.

In time, computers began to be used for distance learning. Back in the 60s. IBM has developed a unique Coursewriter distance learning program. It was adapted for a variety of activities and was used at the University of Alberta from 1968 to 1980. With the invention of the Internet, humanity took a step forward in educational technology.

During the 1980s, real-time learning technologies improved and gained popularity among companies and educational institutions. In 1981, the U.S. Institute of Strategy and Management began developing an online course program. In 1985, Southeast University offered accredited degrees through its online course system. The University of Phoenix started in 1989 with real-time teaching.

During the 1990s, educational institutions used a variety of distance learning technologies in both synchronous and asynchronous learning modes.

Distance education in the Russian Federation emerged on May 30, 1997, when Order No. 1050 of the Russian Ministry of Education was issued, which made it possible to conduct experiments in the field of online education.[8]

Distance learning is becoming more and more popular nowadays as the number of people who want to study is increasing, but it is not possible to get it in the form of full-time education.

Today, progress is evolving and changing rapidly. Almost every minute there are changes, updates and surprises in different parts of the planet. Every day is spent under a strong flow of information. The flow of information follows us at home, at work and on vacation. Humans cannot function normally without the influence of information. Understanding and studying life takes place through the collection and assimilation of information. A person's level of knowledge is also determined by the amount of information that a person learns over a period of time.

Therefore, the effective use of new information technologies in improving education has become a requirement of today, paving the way for modern knowledge. The National Training Program and the Law of the Republic of Uzbekistan "On Education" also impose this responsibility on us. Distance learning forms are used in the education system. Distance learning is a new form of distance learning. Distance learning is independent learning. Independent reading develops a person's ability to think independently, assess the situation, draw conclusions and make predictions.

Distance learning (distance learning, distributed learning) is the process of exchanging knowledge, skills and competencies between the teacher and the student, as well as during the interactive interaction between them. and an interactive source of information resource that reflects all the components specific to the learning process. (goals, content, methods, organizational forms, teaching aids), within the framework of the implementation of ICT tools.[1]

Another advantage of distance learning is that the student can study at a convenient time and even without leaving work. It is because of these advantages that this style is now widely used in the world. Many large businesses use this technique to save millions of dollars a year in training or retraining. Another advantage of distance learning is that the duration of study is determined by the student, that is, the student begins to study at any time, mastering the materials under the supervision of the teacher. Assimilation is determined by the completion of assignments and tests. The sooner a student masters a given curriculum, the sooner he or she will graduate and receive a certificate. If he fails to master the curriculum, he will be given the opportunity to work independently and continue his studies.

It is well known that this method has many advantages. All higher education institutions are working on the implementation of distance learning techniques and technologies. The development of information technology requires a new approach to the organization of distance learning. Modern models of distance learning are based on communication and network technologies. It is not necessary to gather a certain number of people who want to study at the location of the educational institution for distance learning. Second, there is no need for the listener or student to overspend. Third, the age limit for those involved in this type of education can be excluded. The contingent involved in distance learning can consist of the following social groups:

- those who want to get a second higher or additional education, training and retraining;
- heads of regional authorities and administrations;
- Young people who are unable to access education due to the limited opportunities of the traditional education system;
- employees of companies and enterprises who want to raise their status of education to the level of modern requirements;
- listeners who want a second parallel information;
- people from remote, underdeveloped areas;
- persons with limited mobility;
- people with disabilities;
- military personnel, etc.

In the context of Uzbekistan, the organization of distance learning is very effective.

This type of education should be widely used today.

Distance learning has led many teachers to adopt new learning models. Distance education helps students to be more independent, active and self-reliant, to feel responsible, and to organize their learning activities individually. 'ldi. Of course, this did not go unnoticed in the field of education. In this case, distance learning begins without planning and teaching time. In distance education, results, conclusions and recommendations for the development of online learning are needed, which is a real problem for teachers and students.

In distance education, it means that your online class is unfairly competing with things that distract you from home. Try to avoid too many lectures to keep the focus. Instead, focus on parts or specific parts of the lesson plan online classroom to engage students. In distance education, technology should help rather than hinder the learning and teaching process. Many educators complain about how online classrooms can improve academic performance and the impact of technology, especially mobile phones, on the learning environment. What could be better for experimenting with the technological method of creating a virtual classroom? In this context, the impact of technology on the educational process needs to be changed for the better. The role of technology in the practice of distance education is invaluable. I would like to list a few of these technologies. These technologies help to organize distance learning.

Design for interaction. Due to the lack of student attention, distance learning poses challenges in attracting students, especially from home. There should be enough space in the virtual classroom to interact. Interactive education and briefing encourage students to be careful when participating in group activities. Question and answer sessions, group discussions, and periodic minutes - all of these help to ask for an interactive tone. Don't just communicate with your students - engage them in active learning in a virtual classroom. Applying the principles of practice is a great way to engage students in the learning process and see the value of an existing lesson in context.

For example, if you teach the Pythagorean theorem, an active teacher will ask each student to find a tape measure in their home and measure the hypotenuse length or diagonal of the room where the student is located. If a student is studying a periodic table of elements, look at the cotton boxes to identify any chemical names from the periodic table in the food information.

Clear graphics (Lucidchart). When doing individual assignments, your students need to organize their tasks and processes. Visual workspaces like Lucidchart allow students to draw mind maps, project plans, action plans, and more - all in a secure collaboration with industry-leading web platforms. Lucidchart also offers custom templates that allow teachers to distribute, collect, and evaluate assignments. Teachers can even encourage remote teamwork with enhanced Lucidchart collaboration tools such as Chat, comments, and color-coded brainstorming sessions.

Weak (Slack). In order to complete group assignments, your students will need to communicate with each other, perhaps it's time to introduce them to Slack in the field of team communication. The use of professional communication tools is a great way to offer students an interesting learning experience in addition to their after-school professional development. Also, how funny would it be to talk to one of your classmates about "getting vulnerable"?

Canvas. In recent years, online education through digital infrastructure such as Canvas has been developing rapidly. In addition to paid plans, this online education management system provides free open platforms for colleges 2-4, K-12 schools, nonprofits specializing in public services or education, and public institutions focused on education.

Teachers who use the canvas appreciate the functionality of its flexible cloud technology and the robust learning management system. The canvas even provides free access to all site information, making it easy for educators to conduct research.[6]

Development of distance education in Uzbekistan. Uzbekistan, like other countries of the Commonwealth of Independent States, is working hard to bring its education system up to world standards. The large area of our country and the presence of geographically remote regions are the main reasons for the development of e-learning. In the current era of financial scarcity, this type of education should be widely used. It is natural that there are some problems with the introduction of this type of education. These are mainly the lack of funds, technical equipment and qualified engineers and teachers in this field, but we need to solve these problems as much as possible, because the organization of distance learning in Uzbekistan is very effective.

Today, many presidential decrees and resolutions of the Oliy Majlis have been issued on the computerization of education and industry and the development of information technology in these areas. As a result, a lot has been done in the last five years in the Republic. For example, the Tashkent University of Information Technology was established in 2002, and since this year the university has been training specialists in the field of computers and communications, radio and information networks, software and e-commerce. Many new educational programs and e-books are being developed by these and other higher education institutions.

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