

## **The role and place of distance learning in education.**

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**Annotation.** Distance learning helps to develop certain skills in students, provides students with the opportunity to acquire knowledge and skills themselves, using a variety of information resources provided by modern information technologies. Consequently, distance learning technologies in education not only optimize and facilitate the educational process, but also make it accessible to everyone.

**Keywords.** education, technology, symbolic consciousness, resource

**Distance education**, also known as **distance learning**, is the education of students who may not always be physically present at a school, or where the learner and the teacher are separated in both time and distance. Traditionally, this usually involved **correspondence courses** wherein the student corresponded with the school via mail. Today, it usually involves **online education** and the learning is usually mediated by some form of technology. A distance learning program can be completely distance learning, or a combination of distance learning and traditional classroom instruction (called hybrid<sup>[4]</sup> or blended). Other modalities include distance learning with complementary virtual environment or teaching in virtual environment (e-learning).

Massive open online courses (MOOCs), offering large-scale interactive participation and open access through the World Wide Web or other network technologies, are recent educational modes in distance education. A number of other terms (distributed learning, e-learning, m-learning, online learning, virtual classroom etc.) are used roughly synonymously with distance education. E-learning

has shown to be a useful educational tool. E-learning should be an interactive process with multiple learning modes for all learners at various levels of learning. The distance learning environment is an exciting place to learn new things, collaborate with others, and retain self-discipline.

The University of London was the first university to offer distance learning degrees, establishing its External Programme in 1858. The background to this innovation lay in the fact that the institution (later known as University College London) was non-denominational and the intense religious rivalries at the time led to an outcry against the "godless" university. The issue soon boiled down to which institutions had degree-granting powers and which institutions did not.



The London University in 1827, drawn by Thomas Hosmer Shepherd

The compromise that emerged in 1836 was that the sole authority to conduct the examinations leading to degrees would be given to a new officially recognized entity, the "University of London", which would act as examining body for the University of London colleges, originally University College London and King's College London, and award their students University of London degrees. As Sheldon Rothblatt states: "Thus arose in nearly archetypal form the famous English distinction between teaching and examining, here embodied in separate institutions.

Distance learning is a new stage of distance learning, which provides the use of information technologies based on the use of personal computers, video and audio, space and fiber optic technology. Distance learning is systematic, purposeful learning that is carried out at some distance from the location of the teacher.

Distance learning (DL) is training in which the student is provided with most of the educational material and the main part of the interaction with the teacher is carried out using modern information technologies: the Internet, computer telecommunications, national and cable television, multimedia, training systems. A distinctive feature of distance learning is to provide students with the opportunity to acquire the required knowledge themselves, using the developed information resources provided by modern information technologies. Information resources: databases and knowledge, computer, including multimedia, teaching and control systems, video and audio recordings, digital libraries, along with traditional textbooks and teaching aids create a unique learning environment accessible to a wide audience. Chats and forums, video and television conferences, the possibility of frequent, up to daily, consultations with teachers through computer communications make the interaction between students and teachers much more intense than in the traditional form of education.

Distance education is a special, perfect form that combines elements of full-time, part-time and part-time education based on new information technologies and multimedia systems. Modern means of telecommunications and electronic publications make it possible to overcome the shortcomings of traditional forms of education, while maintaining all their advantages. Distance learning embodies all existing teaching methods and gives them a qualitatively new level [1. p.4]. There are a large number of tasks designed for self-study, with the possibility of organizing daily consultations. A large number of definitions of the concept of "distance learning", reflecting the variety of approaches to its understanding, can be found on the server of the Eurasian Association for Distance Education (EADO) - <http://www.eado.ru> and also in [1. p.2]. The following teaching aids are used in the educational process of distance learning:

– electronic publications on external storage media (flexible, magnetic, laser or hard disks, etc.);

- computer training systems in conventional and multimedia versions; – audio educational and information materials;
- video educational and information materials;
- laboratory remote workshops;
- training programs;
- databases and knowledge with remote access;
- electronic libraries with remote access;
- didactic materials based on expert learning systems;
- computer networks,
- television broadcasts.

The central element of the distance learning system (DLS) is the means of telecommunications and their transport basis. They use the necessary educational and teaching materials to provide educational processes, feedback between the teacher and the student, the exchange of management information within the distance learning system, access to international information networks, and also to connect foreign users to the LMS.

Video conferencing using computer networks allows you to organize video communication at minimal cost. This type of videoconferencing can be used for seminars in groups, individual consultations. In addition to the transmission of sound and video images, computer conferences provide the possibility of joint control of the image on the computer: the creation of drawings and drawings at a distance, the transfer of photographic and handwritten.

Advantages of distance learning: Despite the large distances between tutors (teachers) and students, communication between them takes place interactively, in an intelligible and exciting way; learning becomes mobile. The learning process

becomes interesting for the laziest learners; the attractive power of the computer makes them forget about the difficulties of the questions; they actively and promptly try to cope with tasks in order to get new ones as soon as possible; The opportunity to become "famous" to the whole world makes them critically evaluate their knowledge and capabilities; they involuntarily improve, increase their knowledge, and learn to be bold and independent in their work. Learning becomes complex and creative. To answer one smallest question, in general, it is not enough to use only textbooks. Often there is no ready-made answer in any sources - you have to create it yourself, straining your mental process. This is one of the greatest achievements of modern pedagogical methodology. The characteristic features of distance learning are: Flexibility. Trainees, in general, do not attend regular classes in the form of lectures and seminars, but work optimally, that is, at a convenient time in a convenient place and at a convenient pace, which is a great advantage for most trainees. For admission, a student is usually not required to pass any exam. The student can study as much as he personally needs to master the subject and obtain the necessary credits in the chosen courses. Modularity. The DL programs are based on a modular principle. Each individual course creates a holistic view of a particular subject area. This makes it possible to form a curriculum from a set of independent courses-modules that meets individual or group (for example, for the personnel of a separate company) needs.

### **List of used literature**

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