



PROBLEMS OF ORGANIZING DISTANCE EDUCATION

Mallaboyev Nosirjon Murodullayevich

Associate Professor of Namangan Engineering and Construction Institute

Abstract: Currently, there are huge problems related to teaching in higher educational institutions, these problems are an integral part of the entire process of studying and living in the university. Choosing the right formation and decision direction determines the development of any educational institution. The task of any teacher is to convey the necessary knowledge to students as best as possible, to make sure that they are learned as much as possible, and also not to forget to educate worthy members of society, to instill unique values culture and concepts of citizenship. One of the main problems of education in our modern age, when the acquisition of materials is accelerated at a rapid pace, is its correct and timely modernization.

Keywords: fundamental education, distance education, exchange of information.

It should not only cover all the basics of fundamental education but also have a system to update the information to the student quickly and on time. One of the ways to solve this difficult situation is to use distance education. Using the elements of this system, education can become a form of education for the present and the future. The relevance of the distance education system, in general, depends on the transition of society from technology to information. The information sector is a collection of basic knowledge and innovative information that is constantly updated and changing. It should also be remembered that professional knowledge becomes obsolete. They should be constantly updated. Distance education, taking into account the characteristics and problems of higher education, provides continuous education and exchange of information, without losing relevance and novelty. In addition, an important advantage of this system is that knowledge and information can be obtained almost without loss of real time and regardless of the actual location. This distance education can respond appropriately and flexibly to any changes and requirements of the environment and can make necessary changes and additions. Taking into account the solution of all the problems of distance education, this educational system can become the most effective form of education as an independent department as well as basic education. The main problems of distance education are as follows: - the regulatory and legal framework is not fully developed, in fact there are separate documents that indicate the existence and operation of this system; - distance education is any information other than full-time education; - educational and pedagogical aspects of this system remain in the background before the commercial part of this issue. Taking into account the topics of the problems, it is necessary to understand and establish the exact definitions of the distance education system, to distinguish the exact directions of the theoretical base, and to evaluate the possibilities for different levels of education systems. By comparing different sources of information, we can give the following general definition of distance education. Distance education is the newest and most modern model of education, which is different from other forms of education. Distance education includes the use of teaching methods, tools, and forms that differ from other forms of education. It is also necessary to take into account the structure of teachers and the forms of communication with each other as an element of the self-learning system of students. In addition, the form of distance education should have the same components as traditional forms of education. This means that for this form of teaching, there must be a main directed teaching goal set by the social order; the composition of subjects

specified in the existing curricula; organizational methods and forms of work; educational tool. The last components are determined by the components of the technological base: telecommunications, computer technology, case technology and similar technical elements. Distinguish between distance education and distance learning. They are often confused, although these are completely different forms of teaching. Their main difference is that distance learning almost always involves effective interactivity. Distance education should be considered as a different and completely new form of learning. Distance learning has the same structure as full-time. Both educational opportunities are built according to the objectives and relevant content. But the way students present and interact with teachers is different from traditional options. The didactic framework, which consists of the basic principles of science, a systematic approach and individualization, and covers the system of education and professional competences, is the same as that of full-time education. A specific feature is the implementation that depends on the specific characteristics of the form of education, the capabilities of the information environment, the technical potential and other similar factors related to the Internet environment and its services. . The following can be distinguished from the above. Distance education is a part of the general education system, taking into account the possibility of continuous education and self-development. It should also be taken into account that there is a difference in the perception of distance learning as a system and as a process. Distance education as a system interacts and implies the existence of a set of structures that ensure the integrity of the educational process and the main content of the educational subject. Distance education as a process should ensure the continuity of training from a technical point of view, using innovative components of modern science and technology. Analyzing all forms of education, we came to the conclusion that there is a stage of pedagogical design of the educational direction, which includes all the main components such as educational technology, methods, forms. This also applies to distance learning. The tasks of this stage include the creation of a theoretical and practical scientific-professional base. But the oblique problem is that electronic textbooks, virtual laboratories, technical modern methods of control of current and turning point performance should be an electronic-technical component of creation.

distance learning of any subject is determined by careful, detailed planning and organization of this process, self-organization of the student, and setting clear goals and tasks. Also, in this process, the provision of educational materials should not be excluded, as interaction and interaction between students and professors, group training. The presence of effective and reliable opinions allows students to receive information about his training in this field of knowledge. It is also necessary to take into account such an important aspect of distance learning as motivation. There are various techniques and tools to increase its level. A variety of methods and tools, as well as technologies and technical means, should be used in the development of distance education. If we consider the areas of distance education, we can distinguish the following directions, which are used for higher education and professional aspects of self-education:

1. Vocational training and retraining;
2. Improving the qualifications of professors and teachers in certain areas of knowledge;
3. In-depth study of interesting thematic directions;
4. Closing gaps in knowledge, skills;
5. Basic courses of the main program for students who do not have the opportunity to continue to the university at all or for some time;
6. Continuous education.



Depending on the learning objectives, approaches and implementation may vary and may differ in the level of interactivity. Methodology, selection of materials, technical tools implement the direction of the selected knowledge system, increase the level of integration and aspiration of the educational system. Analyzing data on distance education, it can be noted that the following training options have the most advanced and development prospects:

a process based on interactive television;

training using telecommunications networks of various sizes;

Use of electronic textbook technologies using the Internet.

Currently, there is no clear definition of interactive television and a complete, unified description of the services that this system provides to its users. One of the reasons for this is the commercial approach to providing customized technical solutions that are not necessary or objective. The closest definition of interactive TV is as follows: digital television technologies transmitted over IP. This is a completely new television technology, its new generation. The equipment used in the application of this technology includes modern computers that meet the system requirements; specialized TV for this system; media players; Television systems with Smart TV technology; mobile devices. One of the main advantages of digital television technology is the interactive ability to provide customers with a variety of services (TV, personal video recording, electronic program guide, video on demand). In addition, the IP protocol allows providing not only video services, but also more advanced interactive and integrated services. One of the advantages of such a television, which can be widely used in all types of education, is the ability to use more than two sound channels for one video sequence, for example, in two different languages, as well as its interactivity (see help in video material communication and reminder in the form of options. view report). The advantage of teaching using this technology can also include the possibility of direct visual communication with the audience at a sufficient distance from the teacher. The disadvantage in this case is that it can be called a demonstration of any traditional profession (even using any innovative educational technologies). Attempts should be made to use such technologies to demonstrate the latest technologies or techniques, new knowledge, or to discuss relevant topics in the presence of eminent persons in these fields, to demonstrate unique activities or laboratory activities. This option of education has all the prospects of development, but at the moment it is very expensive.

Taking into account the following option of distance education, we are approaching the use of the most common telecommunication technologies in the form of mail, teleconferences, regional networks and information sources of the Internet. These technologies are sufficiently developed and cheap. If we organize an educational system using these technologies, we should also use the latest telecommunications because it will improve the quality of education in general. A third method involves the use of CDs provided by e-textbooks and keynote presentations or their equivalent as a theoretical basis. The didactic possibilities of presenting such material are great for all forms of education and self-education, they exist both as a basis for theoretical knowledge and as a form of filling gaps. At the same time, the e-textbook has all the modern technical qualities necessary for the modern improvement of knowledge and skills, such as excellent knowledge content, interactivity and multimedia. This allows you to optimize distance learning. In general, the combination of all considered options allows to improve the quality of education in general, increase the level of motivation for self-education and personal development. It should be noted that the combination of methods and technologies gives a number of general advantages of the distance education system



over other forms. This system is highly effective compared to evening and part-time forms of education, because the quality of the material provided is high at a low cost. Another advantage is a more flexible schedule and shorter training period. In addition, this form of education allows you to combine education in different universities abroad and use different forms of education. One of the main advantages of this form of education is that students are independent of the geographical location of the university. Proven by practice, experience and sufficient experience, the content and quality of distance learning subjects and courses is much higher than other forms of education. Modern technologies and equipment ensure active participation of students in the educational process, allow us to control the pace and style of this process. The combination of audio recordings and video images creates a special interactive learning environment, the development of which enhances and increases students' interest in development and learning. Through the use of the latest interactive technologies and software, interactions and stakeholder support are more intense than in traditional forms of learning, while maintaining lasting relationships. is mounted. Thanks to the use of modern telecommunication systems, the exchange of knowledge and information is in some cases more effective than traditional training manuals. Analyzing all the information described above, it can also be noted that there are problems with distance education, but they are quite stable. The quality and effectiveness of this form of education directly depends on the teachers who conduct the lessons through the interactive network. These should be universal teachers with the latest pedagogical techniques, innovations in the field of information technology, ready to work in a unique information environment. At the solution stage, the question of assessing the knowledge of distance-educated students still remains. These problems, as mentioned earlier, lead to the problem of the lack of a regulatory framework for distance education. Taking into account the distance form of education, it is necessary to understand that a unique educational and informational interactive environment should be created, which is constantly updated and corresponds to the specific needs of the educational process. All types of electronic and networked information should be included, such as virtual libraries and databases, electronic manuals, virtual labs and classrooms, online consulting services, and other similar structures. If we consider the basis of distance learning, then we should talk about the presence of a teacher, a textbook and a student in this system, as in the traditional system. Also, the relationship between the teacher and the student should be established as one of the main and important factors of acquiring the knowledge system. From this we can conclude that the basis of distance education is the creation of a unique collection of subjects in an interactive form, the creation of a didactic base of distance education and training. We can conclude from this that the basis of distance education is the creation of a unique set of subjects in an interactive form, the creation of a didactic basis of distance education and the training of tutors (educational coordinators). Training of such teachers is one of the main ways to solve the problems of distance education. Extracurricular education is closer to traditional forms of education, because it means constant contact with teachers, students, the presence of all elements of traditional education, but provided with special forms. Therefore, we can conclude that this issue needs further research, practical experience and verification, research and implementation. All this leads to the realization of the importance of the above problems of distance education. It is necessary to improve and expand the use of distance education in the regions of Uzbekistan due to the great prospects of education in this region, the benefits that this system brings to the development of a smart and highly qualified society.

REFERENCES:

57	ISSN 2319-2836 (online), Published by ASIA PACIFIC JOURNAL OF MARKETING & MANAGEMENT REVIEW., under Volume: 12 Issue: 05 in May-2023 https://www.gejournal.net/index.php/APJMMR
	Copyright (c) 2023 Author (s). This is an open-access article distributed under the terms of Creative Commons Attribution License (CC BY). To view a copy of this license, visit https://creativecommons.org/licenses/by/4.0/

1. Murodullaevich, M. N., & Sharifjanovna, Q. M. (2023). The role of information systems in the management structure. *INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES* ISSN: 2349-7793 Impact Factor: 6.876, 17(01), 18-21.
2. Murodullaevich, M. N., & Sharifjanovna, Q. M. (2023). STAGES OF INTRODUCTION OF ELECTRONIC GOVERNMENT. *INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES* ISSN: 2349-7793 Impact Factor: 6.876, 17(01), 15-17.
3. Murodullaevich, M. N., & Sharifjanovna, Q. M. (2023). Methodological bases of educational process information. *ASIA PACIFIC JOURNAL OF MARKETING & MANAGEMENT REVIEW* ISSN: 2319-2836 Impact Factor: 7.603, 12(01), 29-31.
4. Маллабоев, Н. М., & Боқижанов, Д. Д. (2022). КОМПЬЮТЕР ЖИНОЯТЧИЛИГИ ТУРЛАРИ ВА ЙЎНАЛИШЛАРИ. *Экономика и социум*, (6-2 (97)), 500-504.
5. Mallaboyev, N. M., Sharifjanovna, Q. M., & Nodirbek, M. (2022, May). INTERACTION BETWEEN INFORMATION COMPLEXES IN ECONOMIC SPHERES. In *Conference Zone* (pp. 250-253).
6. Mallaboyev, N. M., Sharifjanovna, Q. M., Muxammadjon, Q., & Shukurullo, C. (2022, May). INFORMATION SECURITY ISSUES. In *Conference Zone* (pp. 241-245).
7. Bulturbayevich, M. B. (2021). Challenges of Digital Educational Environment. *Academic Journal of Digital Economics and Stability*, 4, 54-60.
8. Pulatova, X. X., Mallaboev, N. M., & Akbarov, B. X. (2021). CLASSIFICATION OF ECONOMIC MATHEMATICAL MODELS. *Экономика и социум*, (4-1), 293-295.
9. Bulturbayevich, M. B., Rahmat, A., & Murodullayevich, M. N. (2021). Improving Teacher-Student Collaboration And Educational Effectiveness By Overcoming Learning Challenges. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 7(1), 153-160.
10. Mallaboev, N. M., Pulatova, X. X., & Akbarov, B. X. (2021). APPLICATION OF MATHEMATICAL MODELING IN SOLVING ECONOMIC PROBLEMS. *Экономика и социум*, (4-1), 190-194.
11. Mamurova, F. T., Abdullayeva, N. K., & Mallaboyev, N. (2019). USING THE «ASSESSMENT» METHOD IN ASSESSING STUDENTS KNOWLEDGE. *Theoretical & Applied Science*, (11), 80-83.
12. Holmirzaev, I. A., & Mallaboev, N. M. (2019). JOINT EDUCATIONAL EDUCATIONAL WORK OF THE TEACHER AND STUDENT AND METHODS OF IMPROVING THE QUALITY OF EDUCATION. *Экономика и социум*, (6 (61)), 49-53.
13. Маллабоев, Н., & Шокиров, Д. (2018). Роль стандарта в производстве качественных и безопасных продуктов. *Экономика и социум*, (5 (48)), 773-775.
14. Abdullayeva, O., & Mallaboyev, N. (2018). PROCESS OF STUDENT SELF-EDUCATION AND ITS DESIGN. *Scientific Journal of Polonia University*, 27(2), 116-119.
15. Маллабоев, Н., Имамназаров, Э., & Абдуллаева, Н. (2018). Перспективы производства продуктов питания. *Экономика и социум*, (5 (48)), 770-773.

16. Маллабоев, Н., & Шокиров, Д. (2016). ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ В ФОРМИРОВАНИИ КАЧЕСТВА КОНКУРЕНТОСПОСОБНЫХ ОДАРЕННОЙ МОЛОДЕЖИ. *Теория и практика современной науки*, (6-1), 838-842.
17. Маллабоев, Н., & Шокиров, Д. (2016). СПОСОБЫ ОБЕСПЕЧЕНИЯ ИНФОРМАЦИОННОЙ БЕЗОПАСНОСТИ. *Теория и практика современной науки*, (6-1), 826-830.
18. Маллабоев, Н., & Абдуллаева, Н. (2016). МЕСТО СИСТЕМЫ "ЭЛЕКТРОННОГО ПРАВИТЕЛЬСТВА" В РАЗВИТИИ МАЛОГО БИЗНЕСА И ПРЕДПРИНИМАТЕЛЬСТВА. *Теория и практика современной науки*, (6-1), 834-838.
19. Маллабоев, Н., & Шокиров, Д. (2016). СИСТЕМЫ ЭЛЕКТРОННОГО ПЛАТЕЖА. *Теория и практика современной науки*, (6-1), 830-834.
20. Fotima, N., Nosirjon, M., & Alisher, A. (2015). Development of an electronic educational-methodical complex and using in educational process. *Austrian Journal of Humanities and Social Sciences*, (1-2), 76-77.
21. Nurdinova, F., Mallaboev, N., & Anvarov, A. (2015). Development of an electronic educational-methodical complex and using in educational process. *Austrian Journal of Humanities and Social Sciences*, (1-2), 76-77.
22. Райимжанова, Н., Носиржон, М., & Алишер, А. (2015). Рекомендации по самопознанию и саморазвитие для обеспечения духовного развитие студентов ВУЗа. *Austrian Journal of Humanities and Social Sciences*, (1-2), 74-76.
23. Anvarov, A., & Mallaboev, N. (2015). Methods for Effective education. *Scientific Journal Yan Kochanovski University, Poland*, 3(4).
24. Matlubahon, K., Mukarramxon, K., & Alisher, A. (2015). Role of the international cooperation in high education development. *Austrian Journal of Humanities and Social Sciences*, (1-2), 72-73.
25. Mallaboyev, N. M., & Sharifjanovna, Q. M. Elmurod G 'ayratjon o 'g, U., & Najmiddin Ulug 'bek o 'g, T.(2022, May). TRENDS IN THE SPEED OF INTERNATIONAL INFORMATION NETWORKS. In *Conference Zone* (pp. 246-249).
26. Anvarov, A. (2015). Recommendations on self-cognition and self development for ensuring spiritual development of students University. *Austrian Journal of Humanities and Social Sciences*, 1(1-2), 74-75.