# BASIC TECHNOLOGIES OF DISTANCE EDUCATION

**Umarova Umida Umarovna –** Senior Lecturer
of Mathematical Analysis Department, Bukhara State University
email: umida.umarova.2019@mail.ru

| Article history: | | Abstract: |
|---|---|---|
| | | This article discusses the technologies (information and communication, information, modern interactive technologies) used in distance learning. The technologies presented are briefly studied and examples are given. Several examples of interactive and non-interactive technologies in distance education are listed. |
| | | |
| | | |

In distance learning, various information and communication technologies are used (most often a combination of different technologies). At the same time, the use of each technology depends on the goals and objectives of the distance course. For example, traditional print-based learning tools are used to introduce students to new learning material, interactive audio and video conferencing enable real-time communication, computer conferences and email are used to send messages, provide feedback to students, and also for constant contacts between students of the same group. Pre-recorded video lectures will help students visualize the content of the learning material. Fax communication can be used to transmit operational messages, assignments and provide quick feedback to students. One of the most important features of modern society is its technologization, i.e. widespread use of various kinds of technologies in all spheres of human life and activity. Today it can be reasonably argued that we all live in a technological society. A special role, a central place today is given to information technologies in the process of intellectualization of society, the development of its education and culture system.

The key features of information technology education are:
• specific organization of the educational process;
• learning objectives and diagnosable planned learning outcomes;
• the content of the training;
• means of diagnosing and monitoring learning outcomes:
• teaching methods;
• means of education;
• students;
• teachers;
• the result of learning activities.

Such a technological approach suggests that the technology of learning predetermines not only the introduction of means of informatization of learning, but also a systematic approach to the organization of the educational process, which includes technological support for a number of other components of the educational process.

So in open distance learning, which has been successfully developing all over the world for many years, three main technologies can be distinguished:

• Case technology, when teaching materials are clearly structured and appropriately packaged into a special set ("case"). "Cases" are sent to the student for self-study with periodic consultations with special teacher consultants - tutors or instructors in remote (regional) training centers (RC) or points created for this purpose;

• TV technology is based on the use of television lectures with consultations from tutors;

• Network technology is based on the use of the Internet, both to provide students with educational and methodological material, and for interactive        interaction between the teacher and students. Distance learning provides some form of differentiation, since it is initially aimed at educational services.

Therefore, technologies of different levels of education are absolutely necessary, where possible, or other methods of differentiation known in didactics that are available to the information technology tools used.

The main technologies of distance education also include:
INTERACTIVE technologies:
· Internet distance learning portal.
· Video and audio conferencing.
· E-learning.

·   Independent learning through the Internet.
·   Remote control systems.
·   Online simulator and training programs.
·   Testing systems.

NON-INTERACTIVE technologies:

·   Video, audio and printed materials.
·   Television and radio broadcasts.
·   Programs located on disks.

Video and audio conferencing is a way of learning by connecting two distant audiences to each other in a telecommunication mode using the Internet and other telecommunications channels. For video and audio conferencing, a large amount of specialized equipment, a high-speed communication channel, and service professionals will need to be hired to organize the training.

Bulk modules or courses significantly reduce the motivation for learning. In conclusion, we note that a distance course is a learning system in which both the teacher and the student are present. This is precisely learning, not self-education. The teacher in this system performs the functions of managing the learning process that are characteristic of him. Each system of education is built on a certain didactic concept, which determines the selection of content, methods, organizational forms, teaching aids. Moreover, we are dealing with a new form of education - distance learning using the latest information technology tools. When designing a distance course, it is necessary to analyze the didactic possibilities of telecommunications, as well as other means of new information technologies, which will be used both as teaching aids and as a technological basis for the formation of the educational environment.

**REFERENCES:**

1.   Naumova T.A., Vytovtova N.I., Baranov A.A. Pedagogical technology of remote professional training for persons with special pedagogical needs // Modern problems of science and education. - 2015. - No. 5
2.   Baranov A. A., Vytovtova N. I., Naumova T. A. Features of the development of distance learning courses for students with specific pedagogical needs // International scientific-practical conference " Innovations in science, technology and the intergration of knowledge" : 27-28 February 2014, London. - London, 2014. - P. 129-136.
3.   library.tuit.uz/el_ucheb/otd_inf_teh/Ahborot_Tehnologiyalari/Data/Thems/Thems16.htm