European Scholar Journal (ESJ)
Available Online at: https://www.scholarzest.com
Vol. 2 No.12, December 2021
ISSN: 2660-5562

THE ONLINE ENVIRONMENT FOR FACULTY DEVELOPMENT MANAGEMENT ENVIRONMENT AND ITS STRUCTURE

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Article history:

Received: 6th October 2021
Accepted: 7th November 2021
Published: 15th December 2021

Abstract:

This article about the classification and capabilities of existing software systems of distance learning. In this program systems there is not any connection and consistency elements effective components. Effective ways of distance development qualification connected directly with the demands on educations, organizing learning process, pedagogical support after course activity and monitoring process. It is found out the components of managing surroundings in according to information movement in the process of distant development qualification off pedagogical staff.

Keywords: Distant Learning, Integration, Portal, Professional Development, Educational Process, Monitoring, Information, Variability.

INTRODUCTION.

The popularity of distance learning has reached a new level due to the integration of communication systems and computer technology, the increase in the capabilities of the Internet. In this form of training, the main learning process is carried out through the distance learning portal of institutions.

Portal (visual portal - gate) is a website that provides various interactive services (mail, search, news, forums, etc.) to the Internet user, combining various information resources to convey information to the user through simple navigation and a wide user-friendly interface is a telecommunications network node [1].

LITERATURE ANALYSIS AND METHODOLOGY.

The research of a number of scientists describes the scientific and methodological basis of the information-educational portal, its requirements, features of the architecture of the information-educational environment of distance learning, types of creating a shell for distance learning[2].

The rapid development in the field of information over the last 10-15 years has had an impact on the improvement of hardware and software. As a result, there has been a classification of distance learning tools, including various Authoring Packages, Content Management Systems (CMS), Learning Management Systems (LMS), and Learning Content Management Systems. - LCMS) was created [3].

Copyright software products and CMS are created using programs such as FrontPage, Dream Weaver, Macromedia Flash, which control the reading and mastering of a large number of learners and limited real-time communication, no data processing, mainly small classes, educational information - It is noted that the distance learning system does not fully meet the requirements, as it is designed only for the creation of educational portals and the placement of materials on them. Such systems have lost their relevance compared to the original period, as adaptation to the required requirements required a great deal of effort and resources.

RESEARCH METHODOLOGY.

The modern distance learning process is based on the technical and technological capabilities of LMSs. Currently MOODLE (http://moodle.org/), Claroline (http://www.claroline.net/), OLAT (http://www.olat.org), Dokeos (http: //www.dokeos). com), ATutor (http://www.atutor.ca/).

DISCUSSION.

These systems allow distance learning to deliver learning content to the learner in a timely manner, control the use of learning resources, group listeners, organize tutor communication, report, and perform functions related to other organizational components. These functions are distributed by giving users rights (roles) on the distance learning portal. According to the rights granted to users, they can be grouped as follows:

- administrator - has the ability to give or restrict rights to other users, to use all the rights in the system;
- listener - has a minimal right to use the resources and elements allocated to him through his virtual cabinet, to see their results;
- tutor - has the right to add or change course elements, to get acquainted with the general results of the student's work, to evaluate, as well as to restrict access to course materials on the basis of the curriculum or to allow re-tests;
- network organizer - has the right to add or change course elements, add listeners to the course, group, get acquainted with the activities of users, organize communication with other users;
- course creator - has the right to create or modify a course, to teach how to use it;
- observer (representatives of the customer) - has the right to get acquainted with the activities of some users, some resources in a limited mode;
- the guest has the opportunity to get acquainted with some resources in a limited mode.

It is also envisaged to change (grant or receive) certain rights of users in the process of distance learning. For example, you can remove the right to add or change course elements from tutors, or allow the network organizer to give rights to users other than yourself.

So, the user right in the distance learning portal is its ability to perform its functions in the context of the system.

Unlike LMSs, LCMSs manage curriculum content, not the learning process. The main function of LCMS is to provide quality teaching content to the listener. To date, it has been observed that LMS manufacturers incorporate LCMS functions into their products, or conversely, place general functions related to learning process management in LCMS.

Requirements for LMS / LCMS are observed by scientists and practitioners. In particular, N.Muslimov notes that such systems allow the user to find the necessary information in solving everyday problems and transmit it to the desired distance, are important as a regular process of knowledge management, assisting the user in finding information[4].

U.Begimkulov [2] analyzed the conceptual principles of creation of pedagogical education portals: purposefulness, integration, completeness, integrity, openness, and stated that the information-educational portal provides interrelation of the following three important stages:

- content stage - at this stage the formation of information and educational resources of the portal and the content of its information support is created;

- organizational stage - at this stage, in addition to the technical aspects of creating a portal, in order to identify categories of users, develop mechanisms for systematizing and updating existing resources, integrate existing resources in educational institutions, organize distance learning, determine the demand for information and educational resources statistical data are collected and analyzed;

- methodological support stage - at this stage, the development of methods for the use of portal technologies in the educational process, the provision of consulting services.

According to Luther Tai, the success of a distance learning system is important if the structure and content of the system are consistent with the company's profile, and if there is a system for evaluating its effectiveness [5].

In line with such requirements, the capabilities of these systems are constantly being expanded by LMS / LCMS developers. One of the most common and constantly evolving LMSs is the MOODLE. This system has a clear interface, occupies a worthy place among several distance learning systems in terms of technical conditions of implementation and technologies used.

The MOODLE platform is an open source system and is notable for being constantly updated, with its version upgraded from 1.9 to 3.x in the last 5 years.

The integrated part of distance learning technologies in the educational process in the distance learning system can be implemented through platforms based on platforms such as the above MOODLE. The presence of some subsystems in them is important in the organization of certain elements related to the management of the distance learning process, including the authentication system (user identification by password and login); user management system; user-friendly navigation system; search engine; knowledge control system; audience monitoring system; interactive collaboration system; educational and organizational information system (lesson schedule, messages, test time, etc.); registration system (limited mode); open learning materials for listener capacity building and assessment.

The effectiveness of the distance learning system depends on the work with educational needs, organization of the learning process, support of postgraduate activities, system monitoring processes, the existing LMS / LCMS does not provide for the interconnection of elements (functions) of these components (Figure 1).

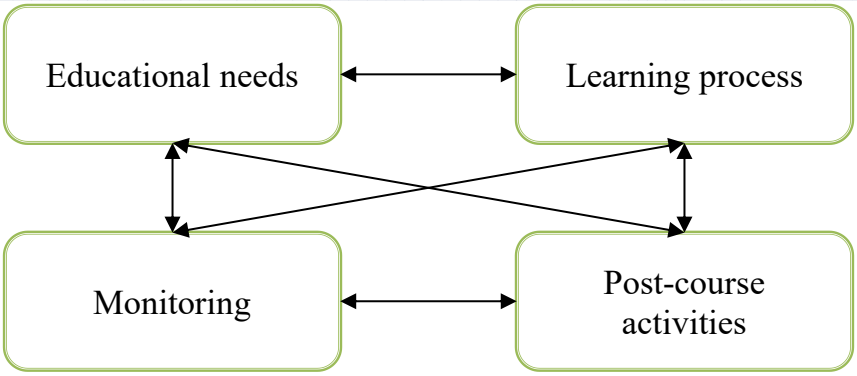

Figure 1. Interdependence of the main processes of the system of distance learning.

Here, the concept of membership is explained by the transfer of information generated in a particular component of the organizational-pedagogical stages (working with educational needs or organizing the learning process or supporting or monitoring postgraduate activities) [7] to another element or other component of the process. Such transmission of information causes it to become useful information for the next element. The interconnectedness of the information generated in the elements indicates that information movement occurs throughout the system. Management of information in motion takes place in the proposed management environment.

This means that it is important not to organize the system of distance learning as a portal, but to bring it to the level of a whole management environment. The management environment of the system of distance learning is a network structure that provides an integral link between the activities of the subjects and the state of the processes at the established organizational and pedagogical stages.

The main tasks of the management environment of the distance learning system can be defined as:

- automatic connections - automatic implementation of the processes of recording, processing, storage and presentation of information related to the elements of the process, increasing labor productivity, improving the quality of information;
- integration into one warehouse - meeting the information needs of users, creating access to them at any time, in any situation;
- maintaining validity - to prevent the depreciation (forgetfulness) of information accumulated in a particular process in the next stages, the loss of significance, to create an opportunity to determine the impact of one information on the formation of another;
- Observation of the dynamics - the creation of conditions for the storage, recording and summarization of changes in the information collected in a particular process until the next cycle.

CONCLUSION.

The effectiveness of the management environment of a distance learning system depends on the perfection of its subsystems. Open learning materials systems for identification, user management, user-friendly navigation, search, audience monitoring, interactive collaboration, educational and organizational information, listener capacity building and assessment in existing LMS can be used in a management environment.

Thus, the effectiveness of a remote training system depends on a management environment that meets the intended requirements. In this process, it is important to expand the capabilities of management processes by integrating system software into the functions of open source LMSs.

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