

THE SIGNIFICANCE AND THEORETICAL BASIS OF DISTANCE LEARNING OF GEOGRAPHY IN HIGHER EDUCATION

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Annotation

Information is given about the importance of remote teaching of geography in the higher education system, theoretical foundations, level of study, problems, effectiveness of teaching, and defined tasks.

Keywords: Distance education, distance education, geography teaching methodology, flipped classroom, blended learning, ICT, EATR, etc.

INTRODUCTION

The main goal of the reforms being carried out in the field of education in our country is to adapt the education system to world standards, to educate young people to be fully mature, well-rounded and have high intellectual potential. In particular, the issue of organizing educational processes in higher education institutions on the basis of modern innovative and information and communication technologies and training qualified personnel is urgent. Among them, one of the important tasks is to establish distance education in the higher education system and to achieve high efficiency through it.

Regarding the implementation of the Decree No. PF-60 of the Honorable President of January 28, 2022 "On the Development Strategy of New Uzbekistan for 2022-2026" in the "Year of Honoring Human Value and Active Neighborhood" In the STATE PROGRAM [1], special attention is paid to the formation of admission quotas for forms of education, including distance education, taking into account the possibilities of higher education institutions. In particular, by introducing the form of distance education in the higher education system, it is planned to further expand the opportunity for young people to receive higher education without separating them from production, in which it is planned to gradually establish the training of personnel in the form of distance education. [1].

We all know that the attention paid to the education system by our government is increasing day by day. Touching on this issue, President Sh.M. Mirziyoyev emphasized that "It is our first duty to improve the activities of all links of the education and training system based on the requirements of today's time." In fact, in our country, the introduction of the most modern technologies of education at all stages of the continuous education system and raising the level of education to the level of quality has been raised to the level of state policy.

A number of scientists have conducted scientific research in our republic on the scientific-theoretical foundations, organizational-pedagogical aspects of distance education in educational processes. In particular, N.I. Taylakov conducted research on the issues of creating a new generation of educational literature for the continuous education system, while developing electronic textbooks for educational stages and developed the pedagogical basis for their use in distance education [3].

Decree No. PF-5847 of the President of the Republic of Uzbekistan dated October 8, 2019 "On approval of the concept of development of the higher education system of the Republic of Uzbekistan until 2030" provides for "wide introduction of the electronic library system that allows remote access, the urgent tasks of expanding the possibilities of continuous improvement of students' professional skills by establishing the use of library funds and information bases after completing their studies at a higher educational institution [2]. In particular, wide use of distance education opportunities, development of distance education services, wide introduction of webinar, online, "blended learning" (mixed), "flipped classroom" (reversed) technologies into practice; it is planned to organize distance education programs based on modern information and communication technologies.

In performing such tasks, it is important to increase the level of knowledge of students in geography education, to achieve a deep understanding of geographical events and phenomena, and to create conditions for the introduction of information and communication technologies in geography education. Today, the possibilities of distance learning technologies are being expanded in the teaching of geography in higher pedagogical institutions.

Several geographers have commented on the use of distance learning technologies in the teaching of geography in scientific literature. For example, Abduvokhidov A.S., Z.A.Ganiyev in the textbook "Methodology of Geography Education" touch on the issues of distance education in geography education and write: distance education is education from a specific point with the help of information and communication tools. It is education oriented to the use of educational resources, based on traditional and innovative forms, methods, tools, from the provision of educational services, distribution and delivery of educational products [4].

Geographers Kh.Vakhobov, N.R.Alimkulov, and N.B.Sultanova touched on the issues of using ICT and distance education in teaching geography and wrote: "The use of information technology in geography education is carried out in the following areas: use of electronic textbooks; use of electronic maps; use of internet facilities; use of videos; use of distance learning technologies" [5].

In her research work, D.N.Abdullayeva highlighted the issues of improving the mechanisms of using electronic educational tools in the process of training geography teachers, highlighted the advantages of distance learning in geography education, and the professional competence of pedagogical personnel in the system of training geography teachers developed the model "Improving the mechanisms of using electronic educational tools in the process of improving the qualifications of geography teachers" based on the

interdependence of factors such as cognitive sphere, communicative level and self-professional-personal development motivation [6].

Based on the above considerations, he showed the need to implement the following tasks regarding the organization of distance education in geography education in higher educational institutions:

- improvement of scientific methodical support of distance education in geography education of pedagogical higher education institutions;
- development of technologies for developing students' skills in using ICT, electronic information and educational resources (EATR) and the Internet;
- oliy ta'lim muassasalarida faoliyat olib borayotgan geografiya fani o'qituvchilarining elektron ta'lim resurslarini yaratish, takomillashtirish, ulardan foydalanish malakalarini uzluksiz oshirish borish;
- development of educational programs and materials of distance courses in geography education based on foreign best practices;
- regular use of modern methods, forms, tools and technologies of distance education;
- improvement of the methodology of organizing and conducting geography practical work, training, work outside the auditorium and demonstration experiments in accordance with the conditions of distance education of students;
- development of distance learning competence of students;
- development of approaches and technologies aimed at improving the quality of geography teaching in higher education;
- developing proposals and recommendations aimed at further improving the requirements for the content and quality of distance education of students, etc.

Therefore, distance education is considered to be distance education, and all or a certain part of educational activities are organized by means of modern information technologies. In distance learning, all subject assignments are completed, monitored and assessed remotely by learners. A positive feature of the distance education system is that this system ensures the realization of the right to education of every person.

A number of researchers include the following in their scientific works among the advantages of distance education [7]:

- creative environment of teaching; In traditional methods of teaching, the student only reads the given material, while in the distance learning method, the students themselves search for the necessary information from the information warehouse and share their experiences with other students in electronic networks. will have opportunities to exchange through;
 - presence of major changes in the workplace;
- the type of education based on the distance education method creates a wide range of conditions for students;
- that it is a new and effective means of teaching and learning.

In the world experience, it became clear that there are a number of problems in the organization and implementation of distance education [8, 9, 10, 11, 12.].

1. Due to the use of specific forms and methods based on information and communication technologies in distance education, learners should have the skills to use them;
2. In contrast to traditional forms of education, remote education requires special training of specialists in educational institutions;
3. When introducing distance education, it is necessary to initially prepare educational programs and educational materials based on international experiences;
4. The need to be ready to use the professional knowledge and skills acquired in the process of distance learning in their pedagogical activities;
5. The need for the existence of other regulatory documents, which provide for the workload of teachers in distance education.

In conclusion, it can be said that distance education provides students with a number of conveniences, in particular, the creation of conditions for all students to learn equally in this type of education, while strengthening the interaction between types of education. It is important because it increases the quality level of education, creates an opportunity to get additional education along with the main activity, expands the possibilities of continuous education, and provides the level of education based on new principles. In distance education, not only students, but also teachers have the opportunity to coordinate the learning process of students, to regularly improve the materials of their subject in accordance with innovations.

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