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Organizing Distance Education on the Base of New Technologies (In the Example of Karshi State University)

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Abstract

The article describes the normative and legal basis of the introduction of distance education in the higher education institutions of the Republic of Uzbekistan, the work carried out within the project "New technologies in the organization of the educational process in the higher education institutions of Uzbekistan" under the investment of the World Bank for the development of distance education at Karshi State University, as well as the implementation of distance education and its analysis.

Keywords: *Distance Education; Software Product; Server; LMS System; Moodle Platform; Auto Proctoring;Asynchronous Mode;Distance Learning Management System; Distance Learning Technology; Synchronous Mode; Educational Content*

Introduction

It is known that the latest changes taking place in the world in recent years have put forward the question of improving education to a higher level. The introduction of distance education in Uzbekistan's higher education institutions requires the effective use of information and communication technologies in the field. On October 3, 2022, Resolution No. 559 of the Cabinet of Ministers of the Republic of Uzbekistan "On measures to introduce the form of distance education in higher education organizations" is recognized as a normative legal document of the distance education system. The appendix of this decision contains the "Regulation on the procedure for organizing distance education in higher education institutions". The regulation consists of 7 chapters and 33 paragraphs, covering the legal basis of the distance education system in Uzbekistan's higher education institutions.

The Main Findings and *Results*

The regulation on distance education includes the following basic concepts [2]:

– Auto proctoring – a software system aimed at automatic authentication of the student's identity during the exam, monitoring of student's behavior and direction of gaze, analysis of sounds in the room, correction of video distortions, and preparation of reports;

– Asynchronous mode – interaction mode of the participants of the educational process at different times in the Internet global information network;
– Distance education – a form of education designed for the student and teacher to use information and communication technologies, to communicate over a certain period of time through interactive audio and video conferences, to establish direct and feedback communication via e–mail, including sending and receiving messages, and learning knowledge and skills, training programs at a distance;
– Distance education management system – a software product (electronic educational platform) used in planning, managing, running, and evaluating the educational process;
– Participants of the distance education process – students admitted to the form of distance education of the educational organization, professors and teachers, and persons responsible for the implementation of organizational, technical, and methodical support of distance education;
– Distance education technology – information–communication and teaching technologies that provide students with the main volume of educational materials, interactive interaction between the student and the teacher, and provide the student with the opportunity to work independently on learning the educational material;
– Synchronous mode – mode of real–time interaction of the participants of the educational process in the Internet global information network;
– Educational content – educational methodical materials uploaded in the distance education management information system for students to use during the educational process (curriculums, educational programs, lecture texts, video lessons, presentations, assignments, exam materials, educational literature).

In February 2019, experts of Karshi State University launched the project "New technologies in the organization of the educational process in the higher education institutions of Uzbekistan" based on the AIF of the World Bank. The main goal of the project is to train students based on the module–credit system, the most important part being the focus on the independent education of students. As a part of the project, it was focused on increasing the efficiency of the independent education of students, and a mechanism for full implementation of independent education was formed [3]. During the implementation of the project, the 1st–grade courses of applied mathematics, chemistry, philology, and English were selected. All subjects in these fields were registered through the LMS platform and students were provided with electronic resources on the platform. The main goal of the project is to use transparency–based technology for the assessment of student knowledge and to create preconditions for distance education based on independent learning. The model of the project is presented in Figure 1 below [3]:

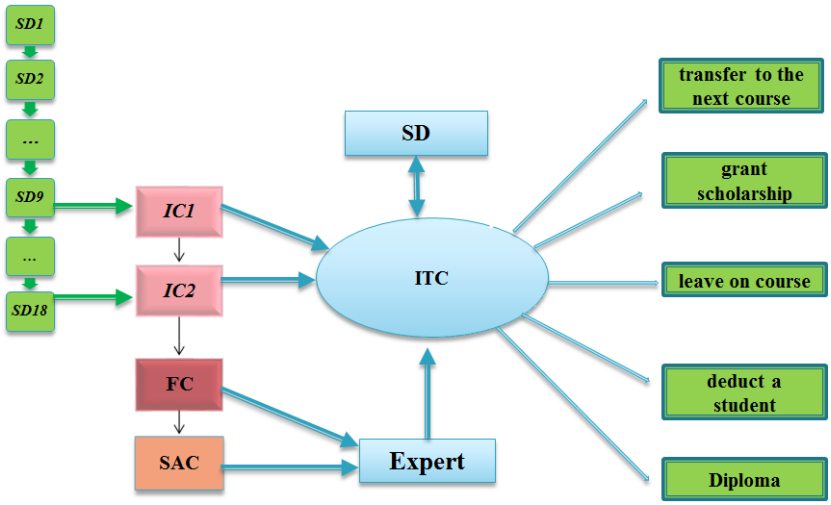

Figure 1. Model of the project

Here SD1, SD2,… SD18 means Independent Study (independent assignments), IC1, IC2, FC mean types of control, respectively, FSC – final state certification, EMM – educational and methodical management, ITC – information technology center.

This model reveals that if students do not complete independent study, they will not enter the next stage, that is, the current exam and mid–term exam. By doing independent study, they try to study the subject more deeply and get more information. It can be seen that the more knowledge a student acquires through independent study, the higher the rate of learning a subject.

Professors of Bukhara State University and Belgorod National Research University (Russian Federation) participated in the project as expert HEIs. The "Pegas" distance education system of the Belgorod National Research University of the Russian Federation was thoroughly studied and analyzed by the project implementers. https://pegas.bsu.edu.ru LMS content information, as well as lectures, practical and laboratory lessons, video materials, glossaries, tests, and their various forms, and literature were studied. The distance education platform of the university was created based on the above. The platform is currently operating at https://moodle.qarzidu.uz, while it operates at https://sirtqi.qarshidu.uz in the form of distance education. Elements such as lecture, task, test, seminar, glossary, forum, chat, database, book, hyperlink, folder, file, page were formed on the platform.

It is believed that the COVID–19 pandemic has become a complete basis for the development of distance education in the world. Within the framework of the project, about 30 courses were organized in 3 directions, and 1830 courses were created during the pandemic based on the studied experiments. Table 1 below presents courses by faculties [3]:

Table 1

Faculties	Number of subjects	Daytime shift	Distance learning
Physics and Mathematics	**209**	**129**	**80**
Natural Sciences	**202**	**158**	**44**
Social Studies	**292**	**226**	**66**
Foreign Languages	**357**	**357**	**0**
Philology	**155**	**120**	**35**
Science of Art	**208**	**162**	**46**
Pedagogy	**243**	**138**	**105**
Physical Education	**71**	**45**	**26**
Department of Master's Degree	**93**	**93**	**0**
Distance Learning	**402**	**0**	**402**
TOTAL	**1830**	**1428**	**402**

In the course of the research, the daily performance indicators of professors and teachers were analyzed. The number of non–working days is given as 0 (zero) (Table 2).

Table 2. Daily performance indicators of professors and teachers of the Department of Applied Mathematics on the Moodle platform (October 11–20).

№	Last and first names	Oct 11	Oct 12	Oct 13	Oct 14	Oct 15	Oct 16	Oct 17	Oct 18	Oct 19	Oct 20	Total
1	Bozorov Akmal	0	52	96	108	132	31	0	0	20	1	440
2	Ergasheva Mamura	0	83	97	0	0	27	18	0	144	3	372
3	Eshkaraeva Narkhol	0	13	15	362	51	0	101	34	35	0	611
4	Odilov Jahongir	10	0	35	85	302	0	503	0	0	143	1078
5	Pirova Rashida	8	219	77	266	161	129	338	184	106	422	1910
6	Kurbonov Zafar	0	110	147	97	166	126	382	0	116	735	1879
7	Shoikulov Shodmon	4	8	0	95	13	11	7	3	9	0	150
8	Shukurova Oisara	0	10	200	266	140	4	260	610	590	177	2257
9	Shukurov Omon	0	95	80	57	96	179	170	15	30	0	722
10	Khurramov Alisher	0	378	0	0	115	33	247	0	157	123	1053
	Total average:											1047,2

Conclusion

The article introduces the creation of the normative legal basis of distance education in the higher education system of the Republic of Uzbekistan and its advantages. It was also noted that preliminary conditions for the development of distance education were created at Karshi State University, and transparency–based technology was introduced. The model of the development of independent education in distance education and the results (attempts) of the daily work of professors on the distance education platform are stated.

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