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## DISTANCE MODEL OF TEACHING PUPILS OF SCHOOLS ON THE BASIS OF ELECTRONIC EDUCATIONAL ENVIRONMENT

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**Annotation:** Nowadays, globalization processes have a huge impact on many areas of human activity, which leads to a change in the functioning of entire social institutions. In this article, the authors describe a model of educational interaction of distance learning subjects in an electronic educational environment that is closely integrated into the global computer network Internet. To build the model, the authors analyzed the previously current distance learning models in order to identify their strengths and weaknesses. Research in this area by other sociologists, analysis of statistical information, study of the experience of foreign schools, as well as their own logical conclusions had a significant impact on the formation of the model.

**Key words:** globalization of education, distance learning, models of distance education, electronic educational environment.

**Аннотация:** В настоящее время процессы глобализации оказывают значительное влияние на многие сферы человеческой деятельности, что приводит к изменению функционирования целых социальных институтов. В данной статье авторы описывают модель учебного взаимодействия субъектов дистанционного обучения в электронной образовательной среде, тесно интегрированной в глобальную компьютерную сеть Интернет. Чтобы построить модель, авторы проанализировали ранее существовавшие модели дистанционного обучения, чтобы определить их сильные и слабые стороны. Исследования в этой области другими социологами, анализ статистической информации, изучение опыта зарубежных школ, а также собственные логические выводы оказали существенное влияние на формирование модели.

**Ключевые слова:** глобализация образования, дистанционное обучение, модели дистанционного обучения, электронная образовательная среда.

**Annotation:** Hozirgi vaqtda globallasuv jarayonlari inson faoliyatining ko'plab sohalariga sezilarli ta'sir ko'rsatmoqda, bu esa butun ijtimoiy institutlar faoliyatining o'zgarishiga olib keladi. Ushbu maqolada mualliflar Internetning global kompyuter tarmog'iga birlashtirilgan elektron ta'lim muhitida masofadan o'qitish sub'ektlarining ta'lim bo'yicha o'zaro ta'sir modelini tavsiflashadi. Modelni yaratish uchun mualliflar ilgari mavjud bo'lgan masofaviy o'qitish modellarini kuchli va zaif tomonlarini aniqlash maqsadida tahlil qildilar. Ushbu sohadagi boshqa sotsiologlar tomonidan olib borilgan tadqiqotlar, statistik ma'lumotlarni tahlil qilish, chet el maktablari tajribasini o'rganish, shuningdek ularning mantiqiy xulosalari modelning shakllanishiga sezilarli ta'sir ko'rsatdi.



**Kalit so'zlar:** ta'limning globallashuvi, masofaviy ta'lim, masofaviy ta'lim modellari, elektron ta'lim muhiti.

**Introduction:** Nowadays, science is increasingly using the word "globalization", which in a big sense means the process of creating a single, international world for all mankind. The main characteristic of globalization is the ever-increasing interdependence of individual countries of the world from each other, which emphasizes the growing influence of a single country on the entire world as a whole. It is no coincidence that the term "globalization" comes from the Latin word "globus", which means a ball.

**Literature review:** Today, in higher education, not only the methodological base of teaching has changed (due to the active use of information technologies, the emergence of electronic educational environments, distance educational innovations and online learning), but also the very principle of conducting economic activities by modern schools, which combine the functions a temple of knowledge and a commercial enterprise; schools exist in a market economy, competing not only with each other within one country, but also with others from different countries [2].

Based on the foregoing, we can conclude that the new information era, the process of globalization in all spheres of human activity force education to transform, lead to the emergence of new forms and technologies of education, for example, to technologies of online (electronic) learning.

**Research methodology:** Online learning is becoming more and more significant for modern schools every year, the globalization trends in higher education are becoming more obvious, which reduce barriers to the spread of their teaching technologies and educational products by Western schools, entail the problem of the competitiveness of domestic schools in the educational market services. Given the low paying capacity of most of the country's population, as well as the high cost of moving to large cities for education, the population will give preference to online learning, which is characterized by a lower cost compared to old full-time and even part-time education. Competitive advantage and income will be received only by those schools that have contemporary distance learning systems that provide pupils with knowledge at a reasonable price [4, 5].

**Analysis and results:** A retrospective analysis of the development of online learning shows that it went through some stages in its development, based on different principles of delivery of teaching material from teacher to pupil [3]. Due to the authors of the paper, each model of distance learning was predetermined by the development of the productive forces of human society. So, for example, the appearance of the correspondence model is impossible without the invention of accessible methods of printing, the development of the translational model is conditioned by the emergence of mass media, the formation of the computer multimedia model is closely related to the emergence of computers and their integration into people's lives, and the computer model based on the virtual educational environment owes its appearance global computer network Internet.[1]



The translational model of distance learning allows teaching pupils the skills necessary in their professional activities; the advantages of the translational model of distance learning include the ability to convey information to a wide audience.[6]

This educational model, according to the authors of the article, is not devoid of certain, and often significant, shortcomings. Viewing teaching materials on a TV or monitor screen presupposes a certain passivity of the pupil in the learning process. Of course, he sees what is happening on the screen, seeks to memorize the transmitted information, however, during the viewing process, practical working skills are not developed, therefore, memorization is not as effective as it could be.[7]

The rapid development of computer technology, as well as the widespread use of personal computers at the end of the 20th century among the population, led to the emergence of a computer multimedia model of distance learning. This model was named multimedia because training courses appeared (most often distributed on optical discs) containing a combination of text, graphics, animation, sound and video materials.[8]

This model, according to the authors, is no longer applicable in its origin to ensure high-quality online learning for pupils. First, there are certain requirements for a pupil's computer literacy, since working with a multimedia training course is impossible without main skills in working with a personal computer. Secondly, the multimedia computer-based learning model assumes the presence of computers by pupils or in the institution where they receive education, and it is also characterized by a low level of feedback.[9]

In the 21st century, the computer model of distance learning based on Internet technologies (web technologies) has replaced the computer multimedia teaching model. The global computer network Internet has changed the functioning of entire social institutions, including the institution of education. The computer model of education based on Internet technologies joined the advantages of previous models of distance learning, and its peak was the emergence of online educational environments based on the Internet, which unite teachers, pupils, and the necessary educational resources in a single cycle. This model is also not without drawbacks, first of all, its implementation depends on the availability of a good Internet channel both for the pupil and for the educational institution within which the pupil is studying. All this allows us to conclude that there is a main, decisive drawback in this educational model - the high cost of its development, implementation, and support.[10]

**Conclusion:** The results of the proposed model of distance learning for pupils can be divided into some directions. The main direction, of course, is the results that pupils receive after completing their studies (receiving education) in the educational environment, to which the authors include an increase in the level of education, satisfaction with the learning process, the possibility of employment in a prestigious job. The introduction of this model involves obtaining certain positive results not only by the pupil, but also by the school itself: an increase in financial indicators due to the education of a larger number of pupils and the export of education to other regions and countries, obtaining new work experience, which leads to the



improvement of the distance learning system. The third effective direction will be the growth of the general cultural level of the population due to the emergence of the possibility of affordable education, as well as the reduction of the level of social tension.

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