

## Increasing the Efficiency of Education Using Distance Technologies

**Turakulova Nigina**

Student 301 group direction clinical psychology, Samarkand State Medical University

**Razikova Lola Tuychiyevna**

Ph.D. Associate Professor of the Department of Pedagogy and Psychology Samarkand State Medical University

-----\*\*\*-----

**Annotation:** This article discusses the use of distance learning technologies, which open up new prospects for the effectiveness of the educational process. The transition of classes to distance learning has become a major problem during the pandemic in 2020. It is important to note that such an unexpected transition to distance learning gave impetus to the development of the pedagogical community. The use of an electronic training course is possible at any time, in a mode and volume that suits a particular student.

**Keywords:** distance learning, lesson, electronic course, educational process.

At the end of March 2020, due to the self-isolation regime, all educational organizations had to drastically restructure their educational process from full-time education to distance and / or electronic form of education, which became a test for every teacher in Russia and the education system as a whole. It was not known exactly how long such a “special” position for the Russian school would last. Such a sharp transition showed the problems and unavailability of digital platforms that could offer convenient tools for the comfortable work of participants in the educational process. Nowadays, the teacher must know how to use distance learning technologies to improve the quality and efficiency of the educational process. You can study educational material using an electronic training course at any time, in such a mode and volume that suits a particular student. Access to educational materials and the ability to communicate with the teacher is not limited to a call from the lesson. You need to learn how to use computer technology to implement effective learning, considering such principles as visibility, activity, accessibility, independence, consciousness, etc. With the use of computer technology in the learning process, it became possible to use various software packages for conducting various online lessons, tests, control and independent work in remote work. In a pandemic, the ability to teach and learn remotely is of particular importance. It is important to note that such an unexpected transition to distance learning gave impetus to the development of the pedagogical community, since it became possible for each representative to participate in the creation of educational content on the Internet, such a situation could not have been imagined even 15 years ago. It should be noted that the most important factor in the success of distance learning is the correct and fruitful motivation of the student. Students need to learn how to properly concentrate their attention, show perseverance and a desire to learn. When studying in a distance form, it is also necessary to take into account the fact that students do not receive knowledge in such a full volume as in full-time education. E-learning is understood as the organization of educational activities using the information contained in databases and used in the implementation of educational programs and the information technologies, technical means that ensure its processing, as well as information and telecommunication networks that ensure the transmission of the specified information over communication lines, the interaction of students and teachers.

Types of distance lessons by type of interaction:

1. Announcing lesson. The purpose of such a lesson is to attract the attention of children, to motivate them for further learning. Example: A teacher-recorded video that summarizes what will be learned, what types of work

will be done, what exactly the students will learn to do on their own and where they can apply. International scientific and practical conference

2. Introductory lesson. It is necessary to indicate the purpose of the lesson, to study the material in the form of a lecture in the form of a webinar.

3. Consultation. Students can make a list of questions in advance and discuss them with the teacher before the class, and can also find answers together with all students during the class.

4. Testing. The use of such effective forms of control over students as remote tests, Olympiads, virtual laboratories.

5. Webinar. The most used type of remote lesson, as it is most similar to the traditional face-to-face lesson at school. There are many platforms that allow you to host a webinar with students using video and audio. There are two types of webinars: webinars with bilateral participation of the teacher and students; webinars with one-sided participation: there is a speaker, most often a teacher, the rest are listeners.

6. Online quest. Students perform tasks in various game forms. To conduct the quest, you can use Internet resources. Students independently search for answers to the tasks that are given in the quest in information resources and educational materials. The main environments and means for conducting remote lessons: • E-mail • Skype • Google Talk • E-school • LMS Moodle • Zoom Video • Microsoft Teams • Discord

Difficulties that can be encountered when conducting lessons in a remote form:

Problem 1. There are students in the group who had difficulty working in face-to-face classes (there was not enough attention to focus on studying the material, there were problems with behavior), then most likely the child will also have difficulties in a remote lesson. In this case, it is desirable to approach each of these students individually. Some students begin to connect to work when doing collective tasks (for example, homework that must be done in pairs), someone needs to submit information in some additional form, for some students individual consultations of teachers can help. You and I know that there are students who are not interested in learning, so our goal is to do our best to make them interested in learning.

Problem 2. The main attention should be paid to the form of the material presented at the lesson. Students should be interested in watching the teacher's presentation and participating in the dialogue in the classroom. Information must be presented in the most visual form. It is best to use the simplest fonts and good image quality, leave free space on the slide, choose three or four primary colors for the presentation, use the "one thought - one slide" rule.

Problem 3. It is necessary to carefully consider the tasks that students will perform during the lesson. We live in a modern world and all learners use platforms like Google and have different groups on different apps. We need to make sure that these chats are useful. Therefore, it is necessary to perform various creative tasks using interactive technologies that students can discuss with each other and share their opinions, learn the points of view of other people.

Problem 4. The form of control and assessment of the level of knowledge should be carried out daily in the classroom, for example, in the form of a small intermediate test. Domestic and foreign experience in the use of distance learning suggests that each element passed requires an immediate check on the effectiveness of its study. When switching to distance learning, students should not be loaded with a large amount of home independent work. The main priority goal of the teacher is to effectively organize the educational process, maximizing the interest of students in the study of computer science. Note that you should not constantly deal only with the control of knowledge. The main goal of the teacher is to evaluate the student and give a grade, and the teacher should also interest his students in achieving the best results in knowledge. It is necessary to evaluate not the result

of the work performed, but specifically the fully completed tasks. If the student is engaged in independent work and self-development, performs some types of tests, pays attention to his mistakes and tries to improve knowledge gaps, we can safely say that he is really interested and learning. Be sure to give feedback to students outside the lesson, for example, through a general chat or email. But at the same time, it is not necessary to force students to use mail all the time to send assignments of independent work or answers to the test by e-mail. The best way to do this is to use private messages with each student on the platform where the lesson is being held. In e-learning, students can be given independent work with the search for material on various electronic resources. E-learning enables students to receive additional advice from teachers through online services, interact with the group using remote technologies; the teacher can also conduct various virtual events with an increase in the information culture of the participants in the educational process; students and teachers can gain additional knowledge without additional training costs and without leaving home. It is necessary to try to make sure that the lessons are built according to a scheme that will create motivation for the student and develop an active connection to the classes, for this the various forms of tasks help teachers well. Training materials from the Library of the Electronic School are well suited, there are many tasks presented there, but at the same time, you must definitely take the time to select them with high quality.

#### LIST OF USED LITERATURE:

1. Разыкова, Л. Т., Игамова, И. С., Рахматова, Ф. Г., Муратова, Ш. Н., Мамадиярова, Д. У., & Кучкарова, О. О. (2019). Эффективность педагогического общения в подготовке врачей. *Наука и образование сегодня*, (11 (46)), 55-57.
2. Разыкова, Л. Т., Игамова, И. С., & Муратова, Ш. Н. (2019). Роль психологической атмосферы семьи в становлении и развитии личности. *Наука и образование сегодня*, (11 (46)), 58-60.
3. Tuychiyevna R. L., Tohirova F. Z. Mental processes the state of the human in their violation //Archive of Conferences. – 2020. – Т. 10. – №. 1. – С. 179-182.
4. Tuychiyevna R. L. The content and conditions of the implementation of a person-centered approach in the educational process //Web of Scientist: International Scientific Research Journal. – 2022. – Т. 3. – №. 6. – С. 1220-1224.
5. Tuychiyevna R. L. SUICIDAL BEHAVIOR ON PREVENTION OF ATVOR PSYCHOPROPHYHYLACTIC MEASURES WITH ADOLESCENTS //Spectrum Journal of Innovation, Reforms and Development. – 2022. – Т. 4. – С. 378-381.
6. Tuychiyevna R. L. THE VIEWS OF MEDIEVAL EASTERN THINKERSTHE ROLE OF YOUTH IN ETHICAL EDUCATION //Spectrum Journal of Innovation, Reforms and Development. – 2022. – Т. 4. – С. 382-385.
7. Tuychiyevna R. L. COMMUNICATION AS A MEANS OF PEDAGOGICAL COOPERATION //Spectrum Journal of Innovation, Reforms and Development. – 2022. – Т. 4. – С. 374-377.
8. Разыкова Л. Т. ПРОБЛЕМНЫЕ ТЕХНОЛОГИИ ОБУЧЕНИЯ В ЛИТЕРАТУРНОМ ОБРАЗОВАНИИ //Наука, образование и культура. – 2022. – №. 2 (62). – С. 42-45.
9. Разыкова, Лола Туйчиевна. "ЭТИЧЕСКИЙ КЛИМАТ ОРГАНИЗАЦИИ ИЛИ (НЕ)ЭТИЧНОЕ ПОВЕДЕНИЕ НА РАБОЧЕМ МЕСТЕ)." *BOSHQARUV VA ETIKA QOIDALARI ONLAYN ILMIY JURNALI* 2.8 (2022): 54-58.
10. Tuychiyevna R. L. Historical and theoretical foundations for the use of the traditions of folk pedagogy in the training of teachers //Eurasian Scientific Herald. – 2022. – Т. 7. – С. 115-119.

11. Obloberdiyevna, D. S. ., & Rustamovna, R. B. . (2023). The Main Criteria of Autonomy Approach in Teaching English for Students of Economics. *Best Journal of Innovation in Science, Research and Development*, 2(2), 125–130. Retrieved from <http://www.bjisrd.com/index.php/bjisrd/article/view/69>
12. обучение, д. ., & Облобердиевна, Д. Ш. . (2023). ПЕРСПЕКТИВА ОНЛАЙН-ОБУЧЕНИЯ И ТЕХНОЛОГИИ КУРСА, ОРИЕНТИРОВАННАЯ НА СТУДЕНТОВ. *ARXITEKTURA, MUHANDISLIK VA ZAMONAVIY TEXNOLOGIYALAR JURNALI*, 2(1), 18–19. Retrieved from <https://www.sciencebox.uz/index.php/arxitektura/article/view/5324>
13. Rustamovna, R. B. ., & Obloberdiyevna, D. S. . (2023). Motivation as a Determining Factor in Promoting Student Independence. *Best Journal of Innovation in Science, Research and Development*, 2(2), 140–144. Retrieved from <http://www.bjisrd.com/index.php/bjisrd/article/view/72>
14. Облобердиевна, Д. Ш. ., & Рустамовна, Р. Б. . (2023). ПЕДАГОГИЧЕСКИЕ АСПЕКТЫ В ОНЛАЙН ОБУЧЕНИИ НА ПРИМЕРЕ ВЗАИМОДЕЙСТВИЯ СТУДЕНТА И ПРЕПОДАВАТЕЛЯ. *ARXITEKTURA, MUHANDISLIK VA ZAMONAVIY TEXNOLOGIYALAR JURNALI*, 2(1), 10–13. Retrieved from <https://www.sciencebox.uz/index.php/arxitektura/article/view/5320>
15. Rustamovna, R. B. ., & Obloberdiyevna, D. S. . (2023). ROLE OF THE TEACHER AND STUDENT IN MODERN DISTANCE EDUCATION. *ARXITEKTURA, MUHANDISLIK VA ZAMONAVIY TEXNOLOGIYALAR JURNALI*, 2(1), 14–17. Retrieved from <https://www.sciencebox.uz/index.php/arxitektura/article/view/5322>
16. Rustamovna, R. B., & Obloberdievna, D. S. (2022). Use of Problem Technology of Learning in Literary Education. *International Journal of Formal Education*, 1(11), 47-52.
17. Obloberdievna, D. S. ., & Rustamovna, R. B. . (2022). Digitalization as the Only Safe Learning Option during the Covid-19 Pandemic. *Journal of Intellectual Property and Human Rights*, 1(11), 70–73. Retrieved from <http://journals.academiczone.net/index.php/jiphr/article/view/435>
18. OBLOBERDIEVNA, D. S., & NEMATJONOVNA, M. S. (2022). RESEARCH APPROACHES TO IMPROVING THE EDUCATIONAL SYSTEM. *International Journal of Philosophical Studies and Social Sciences*, 2(3), 225-229. Ismoilova U.I., & Djamaldinova Sh.O. (2023). Operative pediatric surgery. Achalasia in children. *Journal the Coryphaeus of Science*, 5(1), 129–145. Retrieved from <http://jtcos.ru/index.php/jtcos/article/view/38>
19. Obloberdiyevna, D. S., & Tuychiyevna, R. L. (2022). Distance Learning in the System of Higher Education. *Web of Scholars: Multidimensional Research Journal*, 1(4), 53-59. Ismoilova U.I., & Djamaldinova Sh.O. (2023). DISEASE HEPATITIS B. *Journal the Coryphaeus of Science*, 5(1), 118–128. Retrieved from <http://jtcos.ru/index.php/jtcos/article/view/37>
20. Разыкова, Л. Т., & Джамалдинова, Ш. О. (2022). СОДЕЙСТВИЕ ТВОРЧЕСТВУ И ИННОВАЦИЯМ В СИСТЕМЕ ОБРАЗОВАНИЯ. *TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI*, 2(8), 70-77.
21. Джамалдинова, Ш. О. (2022). ЭТИКА В ОБРАЗОВАТЕЛЬНОЙ СИСТЕМЕ. *BOSHQARUV VA ETIKA QOIDALARI ONLAYN ILMIY JURNALI*, 2(8), 50-53.
22. Obloberdiyevna, D. S., & Odilkhonovna, K. U. (2022). VIRTUAL LEARNING AS THE ONLY SAFE LEARNING OPTION DURING A PANDEMIC. *International Journal of Intellectual Cultural Heritage*, 2(3), 117-121.
23. Obloberdiyevna, D. S., & Odilkhonovna, K. U. (2022). TEACHING LANGUAGES USING MODERN EDUCATIONAL METHODS. *International Journal of Intellectual Cultural Heritage*, 2(3), 105-111.



- 
24. OBLOBERDIEVNA, J. S., & YAKUBOVNA, A. G. (2022). FOREIGN LANGUAGE TEACHING IN DISTANCE EDUCATION SYSTEM. *International Journal of Philosophical Studies and Social Sciences*, 2(3), 240-243.
  25. OBLOBERDIYEVNA, D. S., & YULDASHEVNA, X. G. (2022). PROBLEM-BASED STUDY OF LITERARY WORKS IN THE SCIENCE OF METHODOLOGY. *International Journal of Philosophical Studies and Social Sciences*, 2(3), 205-213.
  26. Obloberdiyevna, D. S. (2023). Assessing the Development of Emotional and Communicative Competence in Medical Students: Longitudinal Research. *American Journal of Pediatric Medicine and Health Sciences*, 1(2), 22–25. Retrieved from <http://grnjournal.us/index.php/AJPMHS/article/view/87>
  27. Obloberdiyevna, D. S. (2023). Relevance of Studying and Application of Emotional and Communicative Competence in Medical Education. *American Journal of Pediatric Medicine and Health Sciences*, 1(2), 12–16. Retrieved from <http://grnjournal.us/index.php/AJPMHS/article/view/85>
  28. Obloberdiyevna, D. S. (2023). Theoretical and Practical Significance of the Results of the Study of the Development of Emotional and Communicative Competence of Future Doctors. *American Journal of Pediatric Medicine and Health Sciences*, 1(2), 26–30. Retrieved from <http://grnjournal.us/index.php/AJPMHS/article/view/88>
  29. Obloberdiyevna, D. S. (2023). Studying the Emotional and Communicative Competence of Students as a Scientific and Pedagogical Problem. *American Journal of Pediatric Medicine and Health Sciences*, 1(2), 17–21. Retrieved from <http://grnjournal.us/index.php/AJPMHS/article/view/86>