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CHARACTERISTICS OF DESIGNING DISTANCE LEARNING

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Annotation. This article examines the specific features of designing distance education in modern educational systems. The study highlights the importance of information and communication technologies in organizing effective online learning environments and analyzes the pedagogical, psychological, and technological aspects of distance education. The article discusses the role of electronic educational resources, digital platforms, and innovative teaching methods in improving the quality of education. In addition, international and national experiences related to distance learning are analyzed, and statistical data on the rapid development of online education are presented. The research also emphasizes the opportunities provided by distance education for ensuring accessibility, flexibility, and equal learning opportunities for students regardless of their geographical location or physical condition. The findings of the study demonstrate that properly designed distance learning systems contribute to the effectiveness, accessibility, and modernization of the educational process.

Key words: distance education, electronic education, project, telecommunication, information technology, resource, educational subject.

Introduction

In recent years, numerous opportunities have been created to improve the quality of education. Modern educational reforms and rapid technological development have significantly influenced the organization of the teaching and learning process. Today, information and communication technologies make it possible to diversify the activities of teachers and students, simplify educational management, and automate certain forms of assessment and monitoring. As a result, educational institutions are increasingly integrating digital technologies into the learning environment in order to improve effectiveness, accessibility, and flexibility in education.

Leading universities around the world have actively introduced distance learning courses into their educational systems, enabling the preparation of specialists in various fields regardless of geographical boundaries. Distance learning technologies allow students to gain knowledge from any location, provide opportunities for lifelong learning, and ensure continuity in education. In this regard, it becomes essential to analyze international experiences in distance education and to identify its major directions while considering the psychological and pedagogical characteristics of the teaching process.

The principles and forms of organizing the educational process in distance or blended (classroom-distance) formats create favorable conditions for the development of electronic educational resources that improve the quality of teaching academic subjects. The effective design of distance learning requires not only technical support but also scientifically grounded pedagogical approaches, methodological planning, and learner-centered strategies. Therefore, the topic “Features of Designing Distance Education” determines the relevance of this study, since the theoretical and practical aspects of this issue have not yet been sufficiently analyzed in methodological and pedagogical literature.

The introduction of distance education can be considered an evolutionary stage in the development of modern educational forms. Distance education serves as an important means of

improving the educational process in our country and represents one of the foundations for introducing innovative knowledge and advanced pedagogical technologies. Furthermore, the rapid integration of information technologies into the educational process has become one of the priority tasks of modern higher educational institutions worldwide. Educational systems are increasingly focusing on creating digital learning environments that ensure accessibility, flexibility, interactivity, and effectiveness in teaching and learning activities.

In Uzbekistan, special attention is also being paid to the development and improvement of distance education. In particular, the Development Strategy of New Uzbekistan for 2022–2026, approved by Presidential Decree No. PF-60 dated January 28, 2022, outlined a number of important tasks related to the modernization of the education system under the program titled “The Year of Honoring Human Dignity and Active Mahalla.” Within the framework of this strategy, the effective use of information and communication technologies in education has been identified as one of the priority directions of state policy. Accordingly, the Cabinet of Ministers emphasized the importance of organizing distance education through specialized digital platforms or existing educational platforms, implementing the educational process based on state educational standards, professional standards, qualification requirements, curricula, and academic programs developed for distance learning. In addition, attention has been paid to establishing procedures for student admission to distance education programs, organizing the educational process systematically, and conducting monitoring and quality assessment of distance education. Therefore, the study of the features of designing distance education is highly important in modern pedagogy and educational practice. Properly designed distance learning systems contribute to improving educational quality, expanding access to education, developing independent learning skills among students, and increasing the overall effectiveness of the educational process.

Distance education is a form of education provided through telecommunications technologies in which the subjects of the educational process (students, learners, teachers, and others) are separated by spatial or temporal distance, yet participate in a common educational process. It is aimed at creating external educational products as well as corresponding internal changes and development in the learners.

Distance education is also defined as a form of learning directed toward acquiring knowledge, skills, and educational programs remotely through the use of information and communication technologies. It enables interaction between students and instructors through interactive audio and video conferences within a specific period of time, establishes direct and feedback communication via electronic mail, and allows the sending and receiving of educational messages and materials.

The main purpose of distance education is to provide learners with opportunities to master educational programs regardless of their place of residence by using information and communication technologies. At the same time, it is aimed at developing students’ professional potential in accordance with their interests, abilities, and educational needs. Distance education expands access to learning opportunities and creates conditions for continuous and flexible education in modern society. The specific characteristics of the distance learning format influence the selection and organization of educational content regardless of the technological basis on which it is established. Depending on the chosen model, the structure of teaching materials, methods of communication, and forms of assessment may vary significantly. The pedagogical technologies, organizational forms, and instructional tools used in distance education are also determined by these unique characteristics and differ fundamentally from traditional correspondence education.

The organization of distance education requires the integration of innovative pedagogical approaches with modern technological solutions. In this system, independent learning, self-control,

flexibility, and learner autonomy become especially important. Students are expected to manage their learning activities independently while teachers act as facilitators, consultants, and coordinators of the educational process. Therefore, distance education not only changes the format of teaching but also transforms the roles of teachers and learners within the educational environment.

The main tasks of organizing distance education include satisfying students' needs for receiving education remotely and developing their intellectual abilities; ensuring harmony between general, group, and individual forms of organizing the educational process; improving the professional qualifications of specialists and supporting their independent learning activities. In addition, distance education aims to provide equal educational opportunities for students both within all regions of the country and abroad, while also increasing the attractiveness and competitiveness of the educational system through the expansion of educational service exports.

Electronic learning (e-learning) refers to the organization of educational activities through the use of content stored in databases and implemented with the help of information technologies and technical tools. It also includes a complex of information and telecommunication networks that ensure the transmission of educational information through communication channels, data processing, and interaction between students and teachers during the learning process. E-learning environments integrate digital technologies, software systems, multimedia tools, and internet-based communication methods in order to create flexible and accessible educational opportunities.

An electronic educational resource is an educational resource that presents all information in digital electronic form. It contains complete information about the structure of the educational product, the content of the subject being studied, and metadata related to the learning materials. Electronic educational resources may include digital textbooks, video lectures, presentations, interactive assignments, virtual laboratories, online assessments, and multimedia learning modules. These resources play an important role in improving the effectiveness and accessibility of modern education.

Since the establishment of this system, the number of participants involved in e-learning and distance education has been growing rapidly. This growth is directly connected with the wide opportunities and future prospects provided by distance learning technologies. Experts predict that distance education will become one of the leading forms of education in the near future due to its flexibility, accessibility, and efficiency.

Distance Education Statistics in 2023 49% of students worldwide have completed some form of online education.

Online education, the fastest-growing market in the educational sector, has grown by 900% since its creation in 2000.

70% of students state that online learning is better than traditional classroom learning.

By 2027, the number of users engaged in online learning is expected to reach 57 million.

Currently, 80% of companies offer online learning or training solutions. 63% of students in the United States participate in online learning activities every day.

Online education can increase student and employee retention rates by up to 50%.

Online learning can reduce the time required to study a subject by 40% to 60%.

The online education industry is expected to exceed 370 billion US dollars by 2026.

Online education and training programs can improve employee work performance by 15% to 25%.

Online education is expected to achieve an annual growth rate of 9.1% by 2026. Statistical calculations show that between 2018 and 2026, the online education industry will continue to grow

annually at a rate of 9.1%. In addition, by 2025, the number of learners participating in distance learning courses is predicted to increase at twice the rate of students enrolled in traditional educational programs.

These statistics demonstrate that online and distance education are becoming increasingly significant in the global educational system. The integration of digital technologies into education not only expands access to learning opportunities but also enhances the quality, flexibility, and effectiveness of the educational process. As a result, many educational institutions, organizations, and companies are actively investing in online learning systems and digital educational resources.

Literature Review and Methods

Research in the field of distance learning technologies can be found in the scholarly works of such researchers as E. S. Polat, M. Yu. Bukharkina, V. N. Ustyugova, A. M. Anisimova, and N. V. Volzhenina. Their studies analyze the theoretical foundations of distance education, the integration of information technologies into the educational process, and the pedagogical principles of organizing online learning environments.

In addition, the scientific works of S. Qo‘chqorova, A. Norbekov, Z. F. Sharopova, M. Efimovna, V. Sysoeva, N. Duseinov, B. Ahmedov, and Sh. M. Yusupova provide valuable information about distance education technologies, systems of teaching in higher educational institutions, and the practical opportunities of implementing online learning. Their research highlights the advantages, methodological approaches, and organizational mechanisms of distance education in modern educational systems.

The methodological basis of this study includes the analysis of scientific literature, comparative analysis of distance learning models, observation of educational processes, and the study of modern pedagogical and technological approaches used in online education. Official legal documents, scientific articles, methodological manuals, and international research related to distance education were also examined in the course of the study.

Discussion and Results

In conclusion, it can be stated that distance education has led to the emergence of new approaches and methods in the educational process. The integration of digital technologies into education has significantly transformed traditional teaching models and created more flexible and learner-centered educational environments. Distance learning enables students to study independently, manage their own learning pace, and access educational resources from any location.

One of the most important advantages of distance education is that it expands educational opportunities for individuals with physical disabilities and those who face geographical or social barriers to traditional learning. It also allows educational institutions to provide equal access to education for a larger number of learners regardless of their place of residence. Furthermore, distance learning contributes to the development of digital literacy, self-directed learning skills, and professional competencies among students and teachers.

The study also demonstrates that properly designed distance education systems improve the effectiveness, accessibility, and quality of the educational process. Therefore, the continuous development of distance learning technologies and electronic educational resources remains one of the priority directions of modern education.

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