

IMPORTANCE OF DISTANCE EDUCATION TECHNOLOGY IN PRIMARY EDUCATION

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Abstract

The article discusses the importance of distance learning technology in primary education and presents the author's approach.

Keywords: primary education, distance education, technology and approach, knowledge and competence, learning and mastery.

Introduction

BOSHLANG'ICH TA'LIMDA MASOFAVIY TA'LIM TEXNOLOGIYASINING AHAMIYATI

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Annotatsiya:

Maqolada boshlang'ich ta'limda masofaviy ta'lim texnologiyasining ahamiyati to'g'risida fikr yuritilgan va muallifning yondashuvi taqdim qilingan.

Kalit so'zlar: boshlang'ich ta'lim, masofaviy ta'lim, texnologiya va yondashuv, bilim va malaka, o'rganish va o'zlashtirish.

The "Uzbekistan-2030" strategy defines the tasks of implementing various forms and means of primary education [1]. In this regard, the use of distance education technology in primary education is relevant. Here we draw your attention to the analysis of the importance of this issue.

Features of distance education technology. Distance education technology is a process of education and training carried out at a distance by means of information and communication



technologies such as computer, television, radio [2]. In this regard, it should be noted that the distance education technology has the following characteristics:

- 1) a teaching process is prepared on the basis of information and communication tools based on a special curriculum;
- 2) prepared educational materials are enriched with audio, video and multimedia images;
- 3) in the prepared educational materials, first the theoretical text, then independent work assignments, methodological recommendations and additional literature are presented;
- 4) prepared educational materials are reproduced on special discs and downloaded to educational tablets of students.

Distance education technology with these capabilities is useful in the rapid and purposeful implementation of the primary education teaching process.

Today, general secondary schools in our country are computerized and primary school students are provided with educational tablets. In addition, every family has technical equipment such as a computer and television. Therefore, it is worth mentioning that there is a possibility to strengthen primary education using distance education technology.

Distance education technology also has the following possibilities.

- a) to enrich educational materials with new information and information at any time;
- b) to carry out the educational process at any time;
- c) implementation of the process of education and training through distance education even in the remotest regions of the country;
- g) to achieve equal mastery of elementary school students in the country.

Such opportunities serve to strengthen the process of primary education. For this reason, distance education technology is widely used in foreign countries. For example, the Russian Federation widely uses distance education technology from general secondary education institutions [3]. As a result, the indicators of knowledge and skills of elementary school students in this country are setting a high level in the world.

Methodology of distance education technology use in primary education. The process of introducing effective and new forms of teaching in the primary education of our country is underway. Therefore, the use of distance learning technology in primary education in the following forms gives the expected effect:

- 1) organizing the teaching process of professors-teachers of higher educational institutions to which general secondary schools are attached;
- 2) organizing the teaching process of experienced and famous pedagogic scientists;
- 3) organizing the teaching process based on primary school textbooks on new topics;
- 4) Organization of distance education in advanced training courses of centers for training pedagogues in new methods.

Based on this methodology, it is possible to strengthen the process of education and upbringing using distance learning technology in primary education.

It is worth mentioning that the distance education technology in the education system of our country has passed the preliminary test due to the COVID-2019 pandemic. Based on such experience, it is appropriate to use distance learning technology in primary education.



At the moment, it is necessary to develop a methodology for evaluating the indicators of knowledge and skills of primary school students using distance learning technology in primary education. Our approach to this issue is as follows:

- a) development of a set of special varative tests to assess students' knowledge and skills;
- b) formation of a set of special assignments for the assessment of students' knowledge and skills;
- c) involving specialists and pedagogical scientists in the assessment of acquired knowledge and skills on the basis of distance education technology;
- g) to evaluate the knowledge and skills of students in the section of primary classes and at the end of every quarter.

Basing on such a methodology provides an opportunity to objectively assess the knowledge and skills acquired by primary school students on the basis of distance education.

The role of distance learning technology in primary education. In the conditions of innovative development of our society, the rational use of distance education technologies in primary education is recommended. In this regard, it should be noted that distance education technology plays an important role in primary education as follows:

- 1) targeted development of abilities and knowledge of elementary school students living in the remotest regions of our country;
- 2) introducing education and training for primary school students at any time;
- 3) to put into practice the scientific research conducted in our country on the problems of primary education;
- 4) enrichment of teaching skills of primary school teachers in practical activities with distance education technology.

It should be noted that the technology of distance education in primary education has an important practical value.

Distance education technology has several practical possibilities. The main ones are:

- a) the knowledge and skills of elementary school students expand, and they are interested in working with educational and technical tools;
- b) the professional competencies of future primary school teachers will be expanded by distance education technology;
- c) national pedagogical experience on teaching based on distance education technology is included;
- g) there is an opportunity to implement education in primary education in any difficult conditions.

Therefore, according to our approach, the wide use of distance learning technologies in primary education is important, because this technology allows the teacher and the student to work independently. It is this factor that determines the introduction of distance education technology in primary education. In addition, distance education technology allows individual work with each student. As a result, every elementary school student has the opportunity to deepen his knowledge and skills.

It is worth mentioning that the teaching process based on the technology of distance education in primary education is organized on the basis of specific, natural and humanitarian subjects of primary education. That is why such a teaching process is practically effective.



The use of distance education technology in primary education allows for the rational use of modern educational and technical tools. For example, with the help of the "Informatics and information technologies" educational subject taught in elementary grades, it is possible to develop the educational skills of elementary school students based on distance education technology. Therefore, it is advisable to use such opportunities wisely.

Thus, by using distance learning technologies in primary education, it is possible to achieve quality indicators of primary education, to develop the abilities of primary school students and to deepen their knowledge and skills, future primary expansion of the scope of professional competence of class teachers is achieved. Therefore, it is urgent to create a scientific and methodical research program on this issue.

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