POSSIBILITIES OF COMPUTER TOOLS IN THE IMPLEMENTATION OF DISTANCE EDUCATION

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Annotation: Distance education is considered as an innovative type of education. Particular attention is paid to the resources and opportunities of distance education in increasing the creative activity of the student.

Key words: Innovation, information, module, interactive, principle, individualization, potential.

Introduction: Today, everyone understands that distance education technologies are necessary for special groups of students (disabled children, children living in remote areas, highly gifted children, children of compatriots abroad). Distance technologies for public schools are of utmost importance in the implementation of specialized education in the coming years, in various forms providing the opportunity for individual development of educational content and in-depth study of individual subjects. It is important to note what is common between distance education (or external training) and distance education and what the main differences are. There is only one thing in common - teachers and students are far from each other. And the difference is that distance learning (or external study) is almost entirely based on the independent activities of students, with the exception of rare (occasional) advisory and supervision activities, independent use of teaching aids transmitted (sent) by the intern

or directed. Distance education involves systematic interaction between teacher and student, as well as students with each other, in which the main attention is paid to the types of independent activities of students, but organized within the framework of the educational process.

The accumulated experience shows that in modern practice there are not only advantages of organizing distance education, but also a number of disadvantages, which are manifested in the following:

* lack of live communication between the teacher and the audience, and hence the educational effect;

*lack of pedagogical management to develop motivation and self-discipline among students necessary for distance learning;

* students' initial skills in working with distance learning technologies (in most cases) have not been developed;

*It is impossible to effectively teach students in distance courses in all subjects.

Distance learning systems

Today, development is happening very quickly and changing very quickly. Almost every minute new and unexpected events occur in every corner of our planet. We spend every day under a strong flow of information. The flow of information haunts us at home, at work and on vacation. A person cannot function normally without exposure to information. Understanding life and studying it occurs through the collection and assimilation of information. The level of a person's knowledge is also determined by the amount of information received by a person over a certain period.

Research methodology

Thus, electronic educational resources enrich the process of forming the experience of a student's creative activity in distance education with the following features:

- access to alternative sources of information, including remote and distributed databases, information sites, many conferences around the world via the Internet;

- allows you to organize electronic conferences, including computer audio and video conferences in real time, get acquainted with various joint scientific and research works of teachers, students, researchers from different universities;

- participation in distance quizzes, olympiads, projects that promote the creative development of the student based on familiarization with a wide range of cultural, ethnic, and humanistic information.

The process of effective formation of a student's creative activity experience in distance education directly depends on the effectiveness of interaction between the subjects of this process, and in this regard, we highlight the organizational resource of distance education that provides interactive learning. It is necessary to organize interaction between students and teachers through email, chat, and forum. Interactive tools allow teachers and students to share information, collaborate on common problems, post ideas and comments, solve problems and engage in discussions, and create shared projects. In such interaction, students act as full participants; their experience not only provides ready-made knowledge, but is not inferior to the experience of the teacher.

DISCUSSION AND RESULTS

One of the priority tasks of professional education is to teach students to independently and meaningfully use Internet technologies to design educational activities. The problems of using Internet technologies for designing educational activities have not been fully studied, including designing educational activities for students in computer science. Solving these and other problems requires the competent use of distance educational technologies. Analysis of the practical implementation of the design of educational activities in various educational systems confirms that the didactic and methodological capabilities of distance educational technologies in this regard are also not fully used. The problems of designing educational activities for students in computer science using distance learning technologies are studied by scientists and expert teachers of higher education, psychologists, specialists in network technologies, educational technologies and specialists in the field of teaching methods in various disciplines, etc. One of the most pressing problems in solving these problems is the problem of the teacher's readiness to use Internet technologies in the educational process. At the same time, today there is virtually no reason for the lack of access to the Internet. As the main steps to increase the efficiency of using Internet resources, we can propose a solution to expand the practice of training subject teachers in the field of computer technology directly at school, on the one hand, and to develop a special multi-level program for training teachers to use electronic educational resources in the educational process, on the other hand.

Therefore, opening a wide path to modern knowledge, the effective use of new information technologies in improving teaching has become a requirement of today. This responsibility is assigned to us by the National Personnel Training Program and the Law of the Republic of Uzbekistan "On Education". Another advantage of distance learning is that the student

can study in his free time and even without interrupting his work. It is because of these advantages that this method is widely used in the world today. Many large businesses save millions of dollars a year by using this method to improve or change their job skills. Another advantage of distance learning is that the student himself determines the duration of the training, that is, the student begins studying at the time of his choice and studies the materials under the supervision of the teacher. The reduction is determined based on the results of completing assignments and tests. The faster a student masters this program, the faster he will complete his studies and receive a certificate. If he is unable to master the program, he will be given the opportunity to work independently and continue his studies.

An important component of the potential of distance education is the interactive interaction between teacher and student, based on co-creation. It is necessary to carry out joint creative activities with students, aimed at solving practical and theoretical problems and presupposing the interdependence of the development of subjects of interaction in the general educational process.

Co-creation is essentially a communicative process that is carried out with the aim of developing joint creativity. We consider it necessary to determine the signs of joint creativity aimed at developing the student's experience of creative activity. Theoretical analysis of experience and emphasis on constantly evolving opportunities for distance education; organizational forms, methods, training to ensure the formation of the student's experience of creative activity with freedom of choice of educational materials and content; provides the opportunity to choose an individual and personal educational trajectory.

Thus, distance education is one of the factors in shaping the student's experience of creative activity and, naturally, serves as a means of mobilizing the internal forces of the pedagogical process, since it is characterized by the meaningful organization of resources and the formation of experience. creative activity of the student creates a number of opportunities:

- strengthening the active role of the student in his education (consistency, openness, variability of content, various teaching aids, the use of technologies aimed at developing the experience of the student's creative activity);

- increasing the component of the educational process through the use of interactive forms of lessons, multimedia educational programs, information and educational resources on the Internet;

- indirect interaction of distance education subjects based on joint creativity, demonstration of the product of their work on the Internet for everyone, creative self-expression of the student through discussion with the teacher and peers.

Satisfying the population's need for such an educational service has found a response in the education system. Today it is almost impossible to name a higher educational institution that does not train economic specialists. Due to the demand for specialists in this field in the labor market, universities began to provide this service for a fee, thereby solving the problem of financing their organizations. As a result, a trend has begun to emerge in the labor market and educational services market for the retraining of economic and legal specialists. At the same time, most job advertisements illustrate the need for specialists of this profile, but with work experience. All this has become the basis for the widespread

dissemination of distance education, which allows one to gain knowledge on the job and in universities that have well established themselves as leading educational institutions in the region for training highly qualified personnel. The consistency of the work of all components of the Internet learning environment is ensured by a number of system-wide agreements covering various aspects you work. Higher school, when preparing future specialists in various specialties in the distance education system, faces a number of problems. These problems are caused by the need to implement the principles that form the basis of the functioning of Internet learning, such as: decentralization, democratization, globalization, regionalization, integration, continuity.

Conclusion:

There is also a financial side to the problem of introducing distance learning, which has undeservedly created the belief that distance learning is cheaper than traditional learning. The student bears the costs of paying for the service, traveling for direct short-term contact with teachers at the time of final certification, equipping his workplace with computer equipment, and providing access to an educational resource.

Distance educational technologies make it possible to solve a number of problems in ensuring the accessibility of education. This includes the organization of training for students of small rural schools, and the organization of specialized training for students of secondary schools, and on-the-job training, including additional vocational education. But one of the most popular and promising areas for the use of distance educational technologies remains the use of distance educational technologies to ensure accessibility and quality of education for people with disabilities. Thus, according to the Federal Target Program for the

Development of Education for 2016–2020, the share of training areas (specialties) in which by 2020 the implementation of vocational education programs for persons with disabilities, including using distance learning technologies, will be ensured in the total number of areas of training (specialties) should be 50%.

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