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TECHNOLOGIES FOR THE DEVELOPMENT OF DISTANCE EDUCATION IN THE INDIVIDUALIZATION OF EDUCATIONAL PROCESSES ON THE BASIS OF DIGITAL TECHNOLOGIES

Abstract: *this article reflects on the use of distance learning technologies to design the educational process in higher education institutions.*

Keywords: *open lesson, e-learning, non-home education, independent education, individual education.*

Currently, distance education in higher education institutions is distinguished between "open lesson" (open education), "distance education" (distance education), "e-learning" (correspondence education), "continuing education", (continuing education, prolonged), "competitive based subjects" (non-conventional education), "non-home education" (out-of-school systems), "independent education" (self study), "individual education" (individualized education, private study available.

Of these, the current uses are: consultative education, access to education without home, extracurricular systems, self-education, self-education, individual Education (individualization, privatization).

In practice, the concept of" distance learning " is used to combine several well-known forms: direct distance learning (including teaching in basic and complementary programs); technologies of various mixed forms of teaching (distance learning, correspondence learning, e-learning, mixed learning(blended learning technology)).

If all known educational technologies are used in pedagogy in"distance learning", there are certain advantages in the form of information and technical means for" Distance Education", which, unlike full-time education in higher education,

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ensures the harmony of correspondence education and production activities, a significant increase in the number of students in continuing education, a significant part of independent.

The formation and development of distance education in higher education was accompanied by increased use and research of the means of its technological supply. As can be seen from the stages of development, as a result of the development of technical means of communication, educational technologies used in correspondence education have undergone appropriate evolution. The introduction of information and technical means of communication into the practice of distance learning at stages 4 and 5 led to the emergence of distance education. The choice and rational use of pedagogical technologies of distance education in higher educational institutions depends on its content and organizational forms.

And as a result of the increase in pedagogical capabilities, the use of modern technologies in teaching, including electronic software products, multimedia applications, has been established. Computerized teaching methodology, which is considered effective in realizing the educational goal from electronic sound, image, text views of information, has entered education. The importance of such a methodology of teaching can be seen in the following psychological states of the student in the process of cognition:

- in concentration;

- in expanding the perception of information;

- the subject of study, increased interest in the lesson and in the voluntary assimilation of knowledge;

- when actively engaging in research, creativity and independent activities; - when evaluating oneself in relation to other students.

In turn, computer training in the activities of the teacher: in the correct distribution of working hours; in ensuring that the content of the educational material is bright and convincing; in increasing the scale of the information given; in expanding the types of educational assignment; in creating a healthy competition, creative

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environment; is considered significant in the regular increase in professional competence.

In a short time, the Internet has become the most important type of delivery, due to its advantage in terms of ease of use, quality, speed, flexibility and low cost of other methods of delivery. In North Carolina, Internet-based courses accounted for 78% of the full-time equivalent of distance learning in 2003-2004, and 15% of other courses such as tele-courses and double-sided video. In doing so, it was more than twice as low as 29% from 2001-2002. In addition, new courses such as blended courses, which require several class meetings, rose from 2% to 7% in two years.

Given the shortcomings of the first approach, the second approach to defining a new term for the change in distance learning seems more appropriate. eLearners.com Dictionary of distance learning on the site (eLearners.com) includes thirteen similar terms:- computer-based learning;- correspondence education;- distance learning;- distance learning;- distance learning;- distance learning;- education to which information is sent to the requested address;- e-learning;- teacher-led teaching; - online learning; - online training; - synchronous reading and web-based learning. However, the proliferation of similar terms creates additional confusion with conflicting and contradictory meanings.

Many educational institutions are looking for more flexible and effective new technologies, improving the modular system and unified credit units. New technologies have opened up new opportunities for different types of training and more information at extra cost. Thus, since the late 90s, teaching in the workplace has been expanding within the framework of university programs related to the activities of professionals or through direct on-the-job training. Currently, virtual education has appeared and is actively developing. However, there are no ready-made recommendations in the field of virtual learning. Virtual universities should be more flexible than traditional universities. The wrong attitude of a number of employers towards graduates of such universities is inevitable. Virtual Training primarily responds to the needs of the adult population, professionals working on

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professional development and retraining, as well as those who prefer independent studies. In addition, we must point out that we have people who are disabled, who cannot walk and who, again, cannot study for other reasons, but who want to study. Among them there are many but intelligent people with limited opportunities to study. Establishing distance education in continuing education provides a huge path for such people. And a person with a higher education will definitely contribute to the development of our society in some way.

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