

The Importance of Distance Education for Adult Students in Uzbekistan

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ABSTRACT

In this article, we review the results of a study aimed at comparing the shortcomings and achievements of distance learning in technical higher education institutions, a survey of older students on the experience. The survey was conducted using a 10-question questionnaire via telegram messenger.

KEYWORDS: *respondent, adult students, advantages and disadvantages of distance learning, e-learning*

Some employers are reluctant to allow their employees to be trained during working hours, even though they are required to have higher education or developing of skills. One way to resolve this problem is through a form of distance learning that is gaining popularity around the world. The distance learning form allows older students to study without attending the full-time form of education. There are many examples of this category of students, such as women with young children, pregnant women, single mothers, people with disabilities, day shift workers, and so on.

Distance learning is a comfortable shape of education for people who for some reason do not have the opportunity to study in full-time departments of educational institutions, for example, those who do not obtain good health, intend to change their profession or are older and aim to improve their skills on distance learning.

Distance learning uses a variety of information and communication technologies, meaning that each technology depends on the purpose and nature of the problem. For example, while traditional print-based teaching aids (textbooks, manuals) are based on introducing students to new material, interactive audio and video conferences allows them to communicate with each other over a period of time. And e-mail is designed to provide with sending and receiving messages. Pre-taped video lectures allow students to listen and watch lectures, while facsimile communication, messages, and the rapid exchange of assignments over the network allow students to teach through adverse communication.

To date, "scholars from a number of distance learning institutions in foreign countries have conducted research and expressed differing views on distance learning.

The United States Distance Learning Association (USDLA) defines distance learning as the means by which a learner and tutor are in different geographic locations to organize the learning process.

One of the foreign experts in the field of distance learning points to the two main features of the distance learning

process in explaining the term "distance education": whether the training is in print and video or audio-written, as well as, emphasizes that the organization of communication is remote communication with various modern technical means.

Also, the concept of distance learning and other related terms have been widely analyzed by scientists and leading specialists of the CIS countries: are A. A. Andreyev, Ye. S. Polat, A. M. Bershadsky, V. A. Slastenin, V. P. Tikhomirov, I. K. Shalayev, A. V. Khutorsky, M. V. Moiseyeva and from Uzbekistan A. A. Abdukadirov, A. X. Pardaev, A. Parpiyev, A. Marahimov, R. Hamdamov, U. Begimkulov, M. Bekmurodov, N. Taylakov.

Ye. S. Polat teaches distance learning to all components specific to the learning process, in which the interaction of tutors and learners with each other is carried out remotely and through special tools specific to the Internet or other interactive technologies. (goals, content, methods, organizational forms, teaching aids).

A. A. Andreyev analyzes the various definitions and argues that distance learning takes place in a specific special didactic system in which the interaction of teachers and learners and their interaction with educational tools is invariant to their location in space and time. It is a goal-oriented, organized process of interactive activities."

During the teaching semester, there are two or three meetings between students and teachers at the university, and the next lessons are held online. The planned physical meetings of students and teachers have the following form and purpose. At the first meeting before the start of the course, students learn what to expect from them. During the introductory meeting, students will be introduced to the online environment. In addition, another meeting will be held throughout the semester to re-motivate students and address their learning challenges. Finally, the final meeting serves as an assessment of the course.

The quality of the research depends on the purpose, so our goal was to understand the students, listen to their opinions, and summarize. Great attention was paid to the interpretation of the event by the participants themselves.

A total of 45 cases were examined as part of the study. All respondents (respondents or respondents) belong to the middle-aged adult group, ranging in age from 25 to 35 years. Of the respondents, 22 were employed, 4 were pregnant women, 15 were respondents with young children, and 4 were respondents with disabilities. All respondents studied in the traditional form of reading, so they can compare both forms of study.

The main method of data collection was in the form of short test questions via telegram channel. Students took part in two surveys conducted at different times. In collecting and refining the data, we have in some cases also used online conversations using electronic means of communication. All data is saved and archived on a computer. This survey is constantly being analyzed.

In summarizing the result of the study, we have summarized the points that are close to each other. Because our research is based on a qualitative approach, we take into account its methodological boundaries; basically, the findings cannot be generalized to cover the entire population because of being only interviewed older students.

Based on the results of the research, we can formulate several recommendations for practice: The distance form of education is mostly positively evaluated by students. Adult students find this form of study less demanding in terms of time spent. This form of training is not considered to be as problematic when it comes to family, work, and academic performance. We therefore recommend the development of distance learning for older students. We recommend expanding the form of distance education, as well as other forms of education, by increasing the coverage of young people in higher education. As the study shows, distance learning is a truly appropriate form of education for older students who often have to deal with the issue of reconciling family, work, and study responsibilities. It is also very suitable for students who work in shifts, who face difficulties in reconciling work and study tasks when learning a combined form of work. Distance learning is also suitable for parents of young children, mothers on maternity leave, who are limited by the study of family responsibilities. The form of distance learning is sufficient for them to be able to complete their study tasks at a time that suits them, and they should not waste time going to an educational institution. According to the study, the fact that distance learning is also suitable for students with disabilities solves the problems associated with travel difficulties for them.

Many respondents in the survey indicated the following problem because they felt problems of social isolation and social distance. Students reported a low level of communication with the teacher, missing classic lectures, and frequent personal consultations. We recommend that you solve this problem by creating a virtual audience and

organizing video lectures using zoom, telegram messenger. There should be an introductory meeting to introduce students and teachers to the content of individual subjects and the requirements for their successful completion. Chat on the platform, which is used for personal consultations on possible problems and misunderstandings, is resolved through forums. In addition to meetings and virtual lessons from participants, we encourage students to contact teachers frequently via email, phone, or telegram messenger.

The virtual audience will be a worthy substitute for the lecture, as this interactive web tool is for people who can communicate with each other and read the lecture remotely with the interactive information of the speaker listeners. allows you to arrange a meeting without. It is then possible to download the entire course for self-study.

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