



## Features of Distance Learning

**Muxammadali Xakimov**

Teacher of Spanish and Italian Languages department, Samarkand state institute of foreign languages

**Abstract:** Distance learning is a set of technologies that ensure the delivery of the main volume of the studied material to trainees, interactive communication of the students and teachers in the learning process, providing them with the opportunity to work independently on the development of the studied material, as well as in the learning process.

**Key words:** distance learning, features, opportunities, Internet education, computer networks, interactivity.

In foreign scientific and pedagogical literature, the term distance learning is used to denote such forms of learning in which the transfer of information between the student and the teacher takes place at a distance using technical means of communication.

The peculiarity of the principle of distance learning is that it reflects the regularity of not only contacts between students and teachers, mediated by means of information technology, but also students among themselves. Experience shows that in the process of distance learning, the intensity of information exchange between students is greater than between a student and a teacher.

In order to effectively study in distance learning, some initial knowledge (the initial level of training of potential consumers of educational services in distance learning), hardware and technical support is needed. The history of distance education began with training based mainly on the use of printed materials (the first half of the XX century), later multimedia materials begin to be introduced into training. Currently, distance learning is mainly associated with the use of computer technology and the Internet [Бухаркина, 17].

It consists in the demand to control the independence of teaching, because distance learning provides more opportunities for falsification of learning than, for example, in full-time. Identification of students is part of the overall security measures. The control of independence in the performance of tests, abstracts and other control measures can be achieved, in addition to face-to-face contact, with the help of various technical means. For example, it is possible to identify the identity of the exam taker using video conferencing.

There is often an opinion that, since the time of study in distance learning is not strictly regulated, it is impractical for a student to introduce a schedule of independent work. However, the experience of practical distance learning shows that, on the contrary, there should be strict control and planning, especially for junior students.

Over the past two decades, distance learning has not only received its name, but also stood out from the distance learning system due to a technological breakthrough – the use of new information and communication technologies that allowed for constant interactive interaction between the participants of the training, regardless of their geographical distance from each other.

Interactivity is considered as the interaction (or dialogue, discussion) of any objects with each other through the means and methods that are available to them at a given time. Such interaction can be implemented in the form of text messaging, audio dialogue, joint problem solving or working in the same application, viewing the same presentation, etc.

Interest in distance learning is growing every year, since it is this form of education in the circumstances of modern social development that meets the realities of the time [Блоховцова, Волохатых, 2016: 120]. The idea of distance learning is not new. The issues of distance learning are included in the same system of interaction, although the role of the teacher is changing. Changing the role of a teacher is permissible due to the possibility of continuous learning with the support of various means of information technology [Халиков, 2011].

So, the features of distance learning are:

1. Flexibility. Students study at a convenient time, in a convenient place and at a convenient pace. Everyone can study as much as he personally needs to master the course of discipline and obtain the necessary knowledge in the chosen disciplines.
2. Modularity. Distance learning programs are based on the modular principle. Each individual discipline (training course) that is mastered by the student is adequate in terms of the content of a specific subject area. This allows you to create a curriculum from a set of independent training courses that meets individual or group needs.
3. Parallelism. Training can be carried out when combining the main professional activity with study, i.e. “on-the-job”.
4. Long-range action. The distance from the student's location to the educational institution (subject to high-quality communication work) is not an obstacle to an effective educational process.
5. Asynchrony. It implies the fact that in the learning process, the teacher and the trainee work according to a schedule convenient for each. The Russian scientist Khalikov A.A. in his works writes that one of the prospects for the development of distance learning in an educational institution can be called asynchrony, i.e. the student receives, accumulates knowledge in a certain area, and the teacher and the educational institution control and direct in the right direction. The student mainly interacts with his tutor [Халиков, 2013: 458].
6. Coverage. This feature is sometimes also called “mass character”. The number of students is not a critical parameter.
7. Profitability. This feature implies the economic efficiency of distance learning.
8. Teacher. We are talking about the new role and functions of the teacher.
9. Student. The requirements for the student differ significantly from the traditional ones.
10. NIT (new information technologies). All types of information technologies are used in the distance education system, but mainly new information technologies, the means of which are computers, computer networks, multimedia systems, etc.
11. Sociality. Distance learning to a certain extent relieves social tension, providing an equal opportunity to receive education regardless of the place of residence and material conditions.
12. Internationality. Distance learning provides a convenient opportunity to export and import educational services.

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