CASE TECHNOLOGY IN THE SYSTEM OF DISTANCE EDUCATION

Pardaev Mamasharif

Jizzakh State Pedagogical Institute

Abstract: This article is about using case technologies in distance education. It analyzes the technology of problem learning as an innovative direction in the modern educational process.

Key words: distance education, educational resources, telecommunication channels, case technology, e-mail.

Distance education, due to its relatively low costs and high information content, is the most socially oriented among other forms of education, in particular, when solving the problem of professional retraining of adult specialists living in the Far North. The distance education system also forms a new outlook for adult learners of the Far North to receive education: lifelong education is becoming the norm for them, strengthening their active life position, presenting equal opportunities in obtaining education and access to information world and domestic educational resources, and due to its characteristics contributes to a deeper perception of the educational material. Trained specialists, including teachers, will be able to organize the educational process using distance learning technologies, regardless of the location of the student, and the trained student will in the future be able to independently acquire the necessary knowledge through continuous education using information technologies.

Computer literacy has long been a key factor influencing the modern educational process. Learners using distance learning technologies should be able to use e-mail, forums, chat rooms, online tests and other online tools of distance education programs. For its part, the growing bandwidth of networks makes the use of simulation techniques, video materials and video conferencing more relevant.

However, when creating a distance education system in the Far North (including the development of educational, methodological and software and hardware support for distance education), it should be borne in mind that it is directly related to the level of development of telecommunications, which currently remains extremely low in most regions. , in connection with which distance education will become widespread in Russia only when the appropriate technical capabilities and good telecommunication channels appear. In connection with the above, distance learning for residents of the Far North regions should focus on case technology and on non-network means of delivery of educational materials, primarily on CDs in combination with printed materials, audio and video recordings, and network interaction should be provided occasionally with the predominant use of asynchronous and cost-effective email technologies.

In the conditions of the modern world, innovations have touched all aspects of human life and activities, while the sphere of education remains paramount, since it is education that is the fundamental sphere that determines human existence. In the modern education system, one of the main requirements of society is the formation and education of a responsible, proactive, comprehensively developed personality, capable of finding non-standard solutions in challenging situations, think creatively and learn throughout life. Now, as never before, in the context of the implementation of educational standards of the new generation, the education system needs to rethink the existing approaches to training specialists that meet the needs of society and the state [1]. Problem-based learning is a type of learning in which the teacher creates problem situations and organizes the activities of students, combining independent search activities with the assimilation of ready-made knowledge [2]. Problem-based learning has been used in world pedagogy since ancient times as a special method of creative and productive assimilation of knowledge. In domestic pedagogy, the idea of problem-based learning became widespread in the middle of the 20th century.

Domestic teachers actively developed the idea of problem-based learning. For example, I. Ya. Lerner considered problem learning as "... the student's

participation in solving new cognitive and practical tasks in a system that corresponds to the educational goals of the school." TV Kudryavtsev said that "... the essence of the process of problem learning is the advancement of didactic problems, in their solution and the mastery by students of generalized knowledge and principles of problem tasks" [3]. One of the important tasks of problem learning is to create conditions for the independence and activity of students. In the course of obtaining education at various levels of education in the Russian Federation, taking into account the requirements of the Federal State Educational Standards (FSES) of the new generation of the education system, almost every student is faced with problematic situations that are aimed at finding the optimal and rational way to solve the problem and get out of the sometimes artificially created situation .

Independent thinking is based on minimizing the use of generally accepted templates, on a critical attitude to existing knowledge, information and to oneself. At the same time, which is very important, the development of independent thinking does not contribute to the rejection of the acquisition and accumulation of knowledge. Thus, A. Schopenhauer wrote: “only through the all-round combination of what you know, through the comparison of all truths and each one separately, you assimilate your own knowledge and receive it in all its power. You can think over only what you know - that's why you need to learn something, but you also know only what you have thought through ”[5].

Independent thinking is possible in two variations: creative and project-based. Creative thinking is a method of mental activity aimed at creation, providing a fundamentally new solution to a problem situation, deriving a new result from the existing premises and knowledge. Design thinking is characterized by an attitude to the solution of a particular problem as to a project, it is focused on the result, and not on the process, and accordingly provides the freedom to choose the means to achieve a given result. The maximum efficiency of the educational process can be achieved by the effective formulation of problematic tasks, which is carried out taking into account didactic rules and laws of logic.

REFERENCES

1. Latipova L. N., Latipov Z. A. Study of the regulatory framework of the educational process in institutions at the qualification and educational levels of training at the present stage // Theory and practice of social development, 2014. No. 2. URL: http: // www.teoria-practica.ru/-2-2014/pedagogics/latipova-latipov.pdf (date accessed: 03/10/2016).

2. Problem learning. URL: http://www.worklib.ru/dic/ (date of treatment 11/01/2016).

3. Lerner I. Ya. Problematic learning. M., 1974.

4. Makhmutov MI Problematic training. The main questions of the theory. Moscow: Pedagogika, 1975.368 p. 5. Schopenhauer A. "On independent thinking." URL: http://www.theosophy.ru/lib/schop-m.htm (date of access 02.11.2016).