International Journal of Modern Agriculture
ISSN: 2305-7246
Volume 10 Issue 2, 2021

Increasing the Efficiency of Students' Independent Work through Distance Learning

Hayitova Iroda Ilhomovna
Bukhara Institute of Engineering and Technology
ilhomovna82@bk.ru

ANNOTATION

The article discusses the issue of increasing the effectiveness of independent work of students in distance learning.And the results of a survey of students about distance and independent learning were summarized.

Keywords: moodle, Hemis, survey, distance learning, information and communication technologies, independent learning.

Significant changes are taking place in all areas today. Instead of direct communication, people are increasingly using communication methods based on the capabilities of computer and network technologies. For example, online classes are available on TV and the Internet, Conferences and meetings are available on Google Meet or Zoom, social networks such as Telegram, Facebook, Instagram for the exchange of messages and information, MOODLE and HEMIS platforms for distance learning is being used.

These changes require every employee to master information and communication technologies. Using the methods and tools listed above, a specialist can fully organize their activities, but for the development of the enterprise to learn ideas about the process and make decisions about whether (or not) to change their activities by processing them. will have to do.

As in all areas, these changes are reflected in education. During the global pandemic, most forms of education, including higher education, were transferred to distance learning. Various shortcomings and problems also arose in the implementation of this process.

There are different ways for teachers to create an e-folder for the content of a subject, depending on the type of subject. The structure and tasks of some subjects are so complex that they are not well understood by students, and as a result, the number of applications to this subject is very low. During online classes (using the Zoom application), due to the quality of communication, the speed of the Internet, the information is not fully available to students. However, once the lecture process has been recorded and these video files have been uploaded to the network, students will be able to access these resources at other times.

Research has shown that the effectiveness of students' independent work in distance learning is extremely high. Of course, the student must be able to independently receive, study and master the materials posted on the network.

In February-March 2021, an online anonymous survey was conducted among students of the Bukhara branch of the Tashkent Institute of Irrigation and Agricultural Mechanization Engineers, Namangan Institute of Engineering and Technology and Jizzakh Polytechnic Institute to find out their views on distance and independent education.

124 students took part in the survey. Here is a description of the questions asked to students and their answers:

1. Do you have an understanding of distance education? This is the first question in the questionnaire, followed by a summary of the student's views on distance learning. To this question, 69.4% of students, or 86 students, said they had a complete education. 29.8%, or 37 students, said they had partial knowledge, while 1 student (0.8%) said they had no idea about distance education at all.

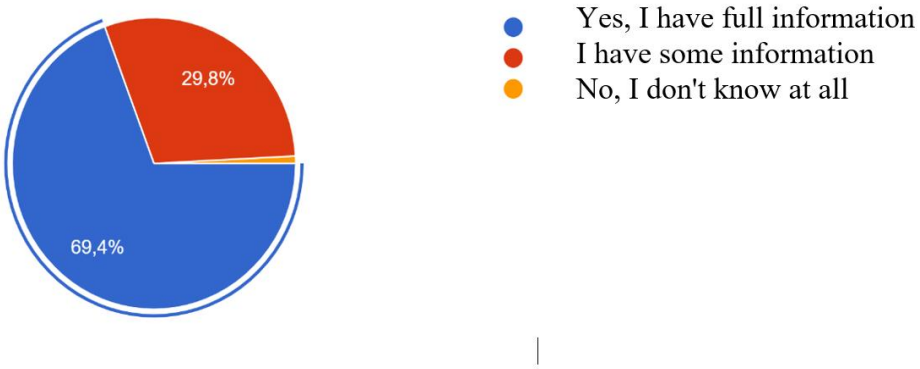

Figure 1. Do you understand distance education? Students' answers to the question.

The fact that 30% of students have a partial knowledge of distance education means that distance learning is still not fully implemented in the field.

The next question was to determine whether independent learning is used in the learning process.

48.6% (60 students) of the students who took part in the voting said that independent learning is fully used in the educational process, 45.9% (57 students) are partially used in the educational process, 5.5% (7 people) The student noted that independent learning is not used at all in the learning process.

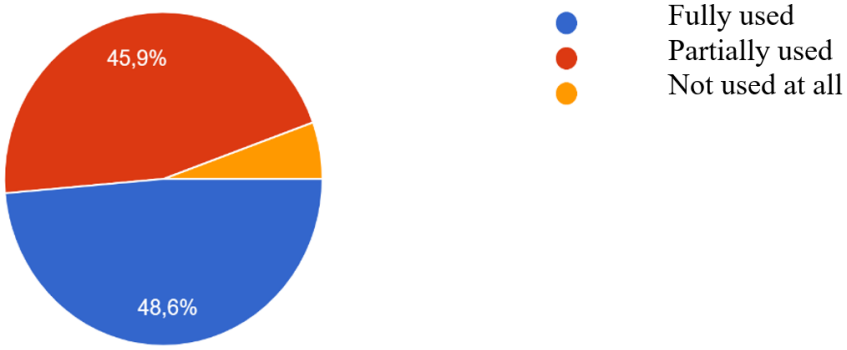

Figure 2. The level of use of independent learning in the learning process.

We found that the proportions of responses to the full and partial application of independent learning were very close. The fact that most students are hesitant to answer this

question means that there is a lack of understanding of the role and importance of independent learning.

The next question asked the students, "Do you think that the knowledge and skills acquired by the student in independent study are taken into account in the assessment of his knowledge?" The question was asked.

About 30% of students (28.2%, 35) answered this question as absent or partial. 71.8% of students said that the assessment takes into account the knowledge and skills acquired in independent study.

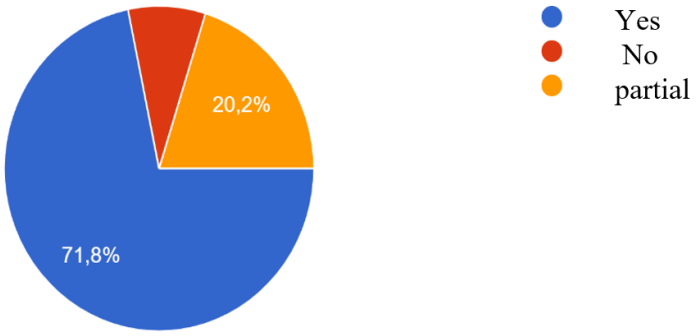

Figure 3. Taking into account independent learning in the assessment of students' knowledge.

Each subject curriculum includes hours and sample topics for independent study. Students are expected to work independently while mastering the subject, thereby gaining additional knowledge and skills planned in the subject. The above results indicate that this process is also insufficiently covered.

The next question is about the availability of LMS (for example, Moodle) systems in the higher education institution where the student is studying.

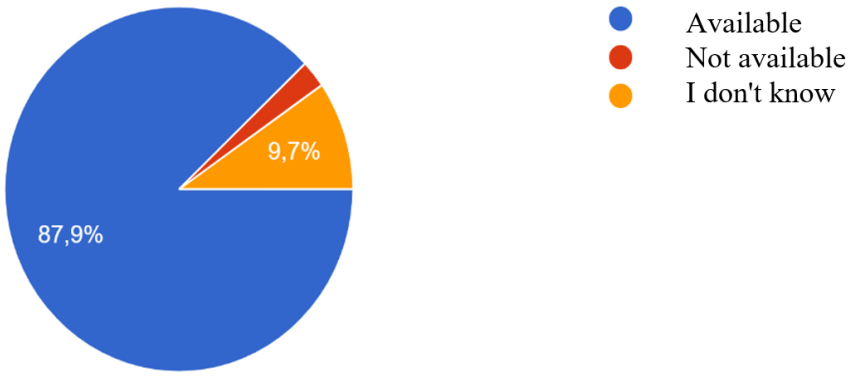

Figure 4. Availability of LMS systems in higher education.

Figure 4 shows that most students are familiar with LMS systems, and that enough has been done. 4 students chose to answer no to this question (LMS system does not exist). It can be concluded that these students are not aware of the opportunities available at the university and have not even tried to search for the necessary information.

The last question was asked in the context of "What should be the forms of course types". Types of courses included lectures, practical classes, laboratory classes, seminars and independent study.

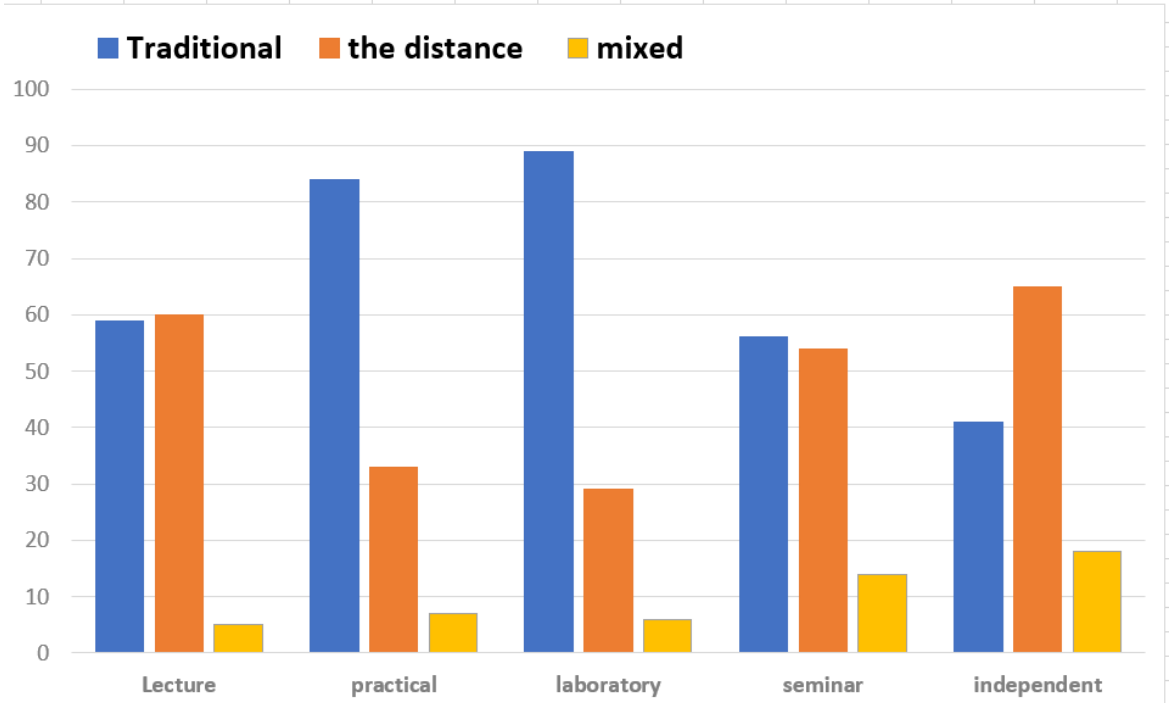

Figure 5. Votes on the types of lesson forms.

The results show that the voters voted for the lecture classes in the traditional and remote form in the same way. This means that, in the opinion of the students, the effect of obtaining information will be the same whether the lectures are held in the classroom or online. However, most students want their practical and laboratory classes to be in the classroom, that is, in the traditional way. This is because in practical and laboratory classes, students realize that they can master better under the guidance of a teacher and when working in a group.

In this question, the majority of students voted that the independent form of education of the course should be remote. This is the right choice and it is convenient for students to study independent study hours directly from a distance.

As a result of the survey, we received students' opinions on independent education, the requirements for the form of transfer, as well as real views on the consideration of independent education in higher education at the same time.

The next conclusion is as follows:

While 93 per cent of the students (girls) who voted wanted all types of classes to be traditional, only 62 per cent of students (boys) chose the traditional course type.

This means that the majority of students (young men) who voted in the survey are engaged in additional work during distance learning and study their subjects at a convenient time.

Students (girls) are hampered by certain technical or organizational problems in completing distance assignments.

REFERENCES

1. Nafasov M.M. The effectiveness of the use of mobile technologies in the educational process. EPRA International Journal of Multidisciplinary Research (IJMR). 2020. pp. 142-166. DOI: 10.36713/epra2013.
2. Sariyev R.B. Integration of education, science and production as abasis of an innovative educational processEuropean Journal of Research and Reflection in Educational Sciences Vol. 8 No. 12, 2020 Part IIIISSN 2056-5852.
3. II Khaitova, SS Olimov. The Main Problems Of Studying Electronic Information And Educational Environment Of The High School: Experience Of Analysis Of Scientific Literature. The American Journal of Social Science and Education Innovations 2 (12),2020. 127-131.
4. И.И.Хайитова. Сбор тезис. Перспективное развитие науки, техники и технологий. Перспективное развитие науки, техники и технологий.С. 376-379.
5. И.И.Хайитова. Разработка Электронных Книг. Сбор тезис. Молодые ученые-основа будущего машиностроения и строительства. 2014. С.389-391.
6. С.Г. Сиддикова, Ш.С. Юлдашев. Создание и использование электронных учебников.//Сбор тезис. Инновации, качество и сервис в технике и технологиях. 2014 г., сс. 303-304.
7. Ш.С.Юлдашев. Инновационные подходы к организации учебного процесса с использованием современных информационных технологий. //Сбор тезис. Инновации, качество и сервис в технике и технологиях. 2014 г., сс. 373-376.
8. Ибрагимов У.М, Исмойилов Х. Б.Лаборатория ишлариниташкиллаштиришдазамонавийдастурийвоситаларниқўллаш.Бухоро МТИ “Фан ватехнологиялартараққиёти” журнали №1 сон 2016 йил,47- 51 бет.
9. R.D. Aloev, M.M. Nurullaev, “Software, algorithms and methods of data encryption based on national standards”, IIUM Engineering Journal, 21 (1), (2020) pp. 142-166. DOI: 10.31436/iiumej.v21i1.1179.
10. Ш.И. Раззаков, У.З. Нарзиев, Р.Б. Рахимов, Контроль знаний в системе дистанционного обучения. Молодой ученый, 7/2014. 70-73 стр.
11. ЁдгоровО.О., Нарзиев У.З, Шарапова Н.А. Классификация различных форм тестирования программного обеспечения. Материалы конференции «Современные инструментальные системы, информационные технологии и инновации» Курск, 19–21 марта 2014 года. 54-57 стр.
12. Yunusov GanisherGafirovich, Juraev Olim Ismoilovich“Study of Geometric Parameters of Open Branching Flow”International Journal of Advanced Research in Science, Engineering and `TechnologyVol. 7, Issue 10, October 2020.15407-15413.