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**DISTANCE EDUCATION OF SPECIALISTS IN THE FIELD OF PHYSICAL CULTURE
DIDACTIC SUPPLY***Alisher Isaqovich Olimov**PhD, Associate Professor, Jizzakh State Pedagogical University, Jizzakh, Uzbekistan***Annotation**

The article discusses the problems of distance learning in the system of training specialists in the field of "Physical culture" in higher educational institutions, technical and didactic capabilities of various software tools and systems used for the development of distance learning for students specializing in physical culture.

Keywords

distance learning, information technology, physical education, physical education, e-learning programs.

Topicality. The development as a result of consistent policies in the economic and social spheres in our republic requires the introduction of new forms of education in the educational system. Therefore, organization of the educational system at a high quality level based on information and communication technologies is one of the urgent problems of today. The experience of developed countries shows that the economic, social and political position of each country in the world is ensured by its intellectual wealth, which is becoming the main factor in economic growth.

In the organization of distance education, first of all, it is necessary to create the following basic bases: legal, normative, educational and methodological, material and technical and personnel support. In our republic, consistent reforms are being implemented regarding the organization of distance education.

The purpose of the study is to study, analyze, and make recommendations for the creation of didactic support of distance education in the training of specialists in the field of "Physical culture".

The task of the research - based on the purpose of the research, the following tasks were carried out:

- To study the normative and legal basis for the organization of distance education;
- Analysis of advanced experiences in the organization of distance education;
- To study the specific aspects of the form, methods, means and laws of organizing pedagogical processes in distance education.

Didactics is an independent branch of pedagogy that deals with the theory of imparting knowledge and teaching in the educational process. In this direction, a number of scientists of our republic conducted scientific researches and published scientifically based literature. The content and structure of didactics, the origin and development of didactics, the object, subject, tasks and categories and principles of didactics were discussed based on the available literature.

Didactic is derived from the Greek (Greek) word "didaktikos", "didasko", which means "teaching", "teaching". The spiritual translation of the word "Didactics" is called "Theory of Education".

Educational theory includes the concept and essence of the educational process, educational principles, educational content, educational methods, forms and tools, which must be followed in the educational process.

Therefore, the student of distance education mainly works independently on the basis of electronic literature and virtual laboratories. For this purpose, the educational and methodological base of this educational institution must be provided with sufficient electronic resources.

Today, along with traditional forms of education, distance education technologies are rapidly being widely implemented. This may be due to the fact that many of today's young people, that is, the new generation, can freely use a personal computer, and now every educational institution, every person, skillfully uses the Internet and the information on it.

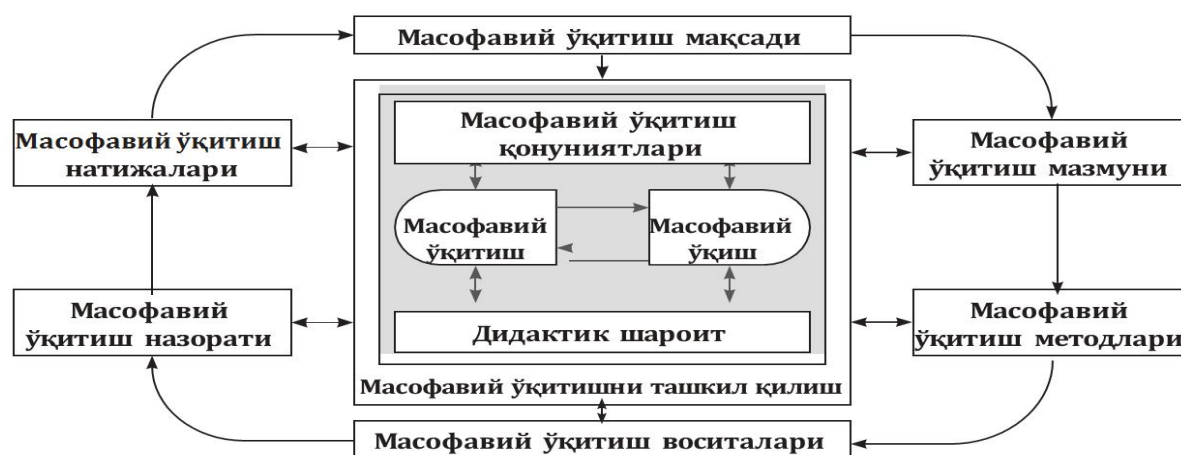
In the process of getting into this topic, it is appropriate to first refer to the existing international experiences on distance education and review its main didactic concepts. In particular, we often find that e-learning, distance learning technologies and similar concepts are listed. "Are these concepts similar?", are there differences between them, are they interchangeable, "...can they be combined?" We will try to find comprehensive answers to these questions.

Despite the existence of authoritative theoretical developments in the field of distance education, the use of distance education technologies as a form of organization of the educational process is currently considered more widespread.

In the application of distance learning technologies, the learner does not participate in the class, but completes the assignments and communicates with the tutor via e-mail, or the tutor consults the learners outside of class through a blog or website.

Distance education technologies full-time, part-time, full-time; in externship forms; at certain stages of education; can be used in the implementation of basic and additional educational programs. The communication method used in distance learning technologies can be different. They consist of e-mail correspondence, personal sites, communication through blogs, learning materials using various electronic resources, etc.

Didactic system of distance learning includes the following components.

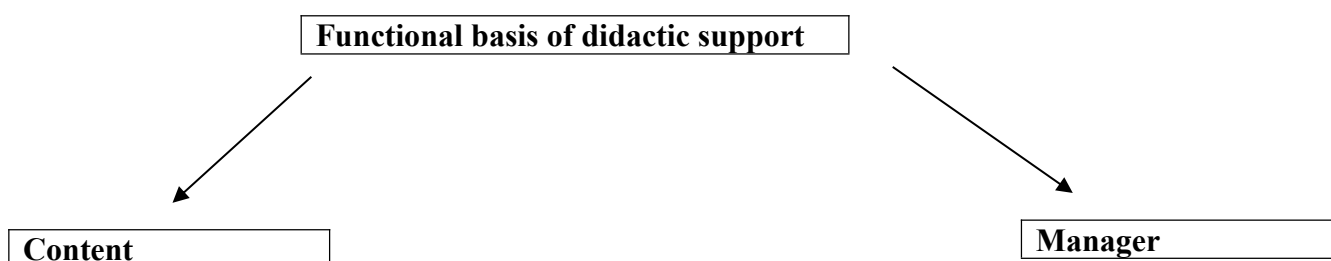


The didactic system of distance education consists of the following components:

- the goal of distance education is the predictable result of the distance education process and its determining component, the goals mainly determine the content of education;
- content of distance learning - educational materials, knowledge, skills, skills and competences to be mastered in distance learning courses;
- principles of distance learning - the basic principles established in the form of traditional teaching serve as the basic principles in the process of distance learning;
- basic (leadership) rules defining its content, organizational forms and methods in accordance with the principles and laws of the distance education process;
- distance education methods - methods of joint activity aimed at achieving educational goals of educators and learners in distance education courses;
- distance learning tools - resources for acquiring knowledge or building skills in distance learning courses;
- forms of distance education - the external side of the organization of the educational process; the most dependent component of the system; because the forms of educational organization are decided depending on all the components listed above;
- monitoring of distance education - checking and evaluating the knowledge, skills, qualifications of learners in distance education courses and determining their level of education in relevant subjects and modules in a certain period.

It is assumed that educational goals and content set in distance education will be organized in accordance with traditional educational programs. However, the form of development and presentation of educational materials, the form of interaction between tutors and students, and forms of establishing relationships with each other are different from traditional education. Didactic principles of organizing distance education are almost the same as in traditional education. Only they can be created according to the specific features of distance education, and in some cases they can be introduced anew. This also applies to pedagogical technologies of education.

Different methods are used to create didactic support.



The educational process model is the basis of effective and guaranteed provision of the educational goal in the distance education system.

The learning process can be explained by the following 3 models:

- teaching;

- exercise;
- emotional-intellectual communication.

Distance education denies direct contact with the teacher. The model of teaching and emotional-intellectual communication is replaced by the teaching model, which is the basis of the teaching program.

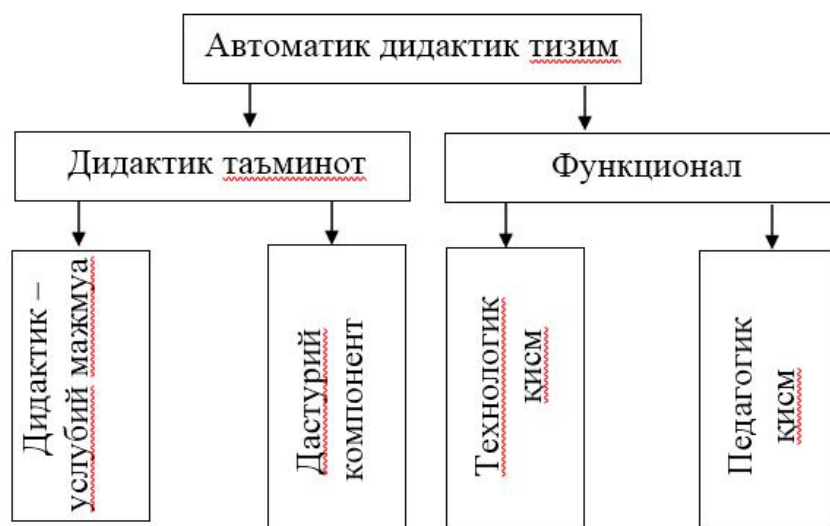
The distance education teaching model consists of an information-science environment, which includes various types of educational materials, software of learning objectives, and a student activity management model.

Automated didactic support is required in distance education. Automatic didactic support consists of 2 components: didactic and functional support.

Didactic support consists of teaching-methodical sets on specific subject content. Functional support - allows to model the learning of educational content and consists of pedagogical and technological parts.

Pedagogical - methodical sequence of goal- and person-oriented pedagogical methods and technologies to achieve the pedagogical goal.

Technological - a sequence of information technologies used to achieve a pedagogical goal. The participation of the teacher in the creation of the technological part makes it possible to combine pedagogical and information technologies.



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The effectiveness of the educational process aimed at the use of distance learning technologies is mainly determined by the quality of the program and methodical support and information technologies for the educational purpose, their compliance with the requirements and characteristics of the educational process.

Summary. From a pedagogical point of view, the stages of creating an automated didactic system show that it is an important factor, and it mainly consists of pedagogical and technological design activities. Together, they make up the functional support of the system and are a model for designing a didactic system.

Most of the didactic supplies of distance education created so far in the Higher Educational Institutions of our Republic are not provided in the educational-methodical complexes based on a certain sequence of software, educational technologies, educational-methodical support or rating control. The use of elements and technologies of distance education, even within the framework of traditional forms of organization of the educational process, by itself motivates the introduction of modern educational technologies into the system of training specialists in physical education and sports.

A student of distance education will have to start learning the subject on his own. It would be more appropriate if such learning resources were accompanied by instructions on their proper use.

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