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The collaboration steps for the development of distance learning between the University of World Economy and Diplomacy and the Waseda University

Мақолада дунё мамлакатларида масофавий таълимнинг шакллани-ши ва ривожланиши масалалари ўрганилиб, уларнинг Ўзбекистонда таъ-лимга оид қонунларда акс этиши тадқиқ қилинган. Республикамизда масофавий таълимнинг шаклланиши юзасидан яратилаётган шарт-ша-роитлар таҳлил этилиб, уларни янада такомиллаштириш натижасида халқаро миқёсдаги замонавий кадрлар, малакали мутахассислар тайёр-лаш юзасидан таклиф ва тавсиялар берилган. Чет эл тажрибаси сифа-тида Васеда университетида ташкил қилинган масофавий таълим ти-зимини ЖИДУда қўллаш имкониятлари тадқиқ қилиниб, ушбу соҳага оид тегишли маслаҳатлар берилган.

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В статье рассмотрены вопросы развития дистанционного образова-ния в мире и исследованы их место в законах об образования Узбекиста-на. Проанализированы созданные в нашей республике условия для разви-тия дистанционного образования, даны предложения и рекомендации по их совершенствованию для подготовки квалифицированных специалис-тов международного уровня. Подробно изучен опыт университета Васе-да по этому направлению и даны некоторые советы и рекомендации по их внедрению в УМЭД.

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Key words: *traditional education, distance education, e -school, Moodle LMS system.*

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Калит сўзлар: *анъанавий таълим, масофавий таълим, онлайн-мактаб, Moodle LMS системаси.*

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Ключевые слова: *традиционное образование, дистанционное образование, онлайн-школа, Moodle LMS-система.*

In modern life, the needs of a person and a society as a whole for education are increasing significantly. This can be explained by the broadening of the social transformation scale and complications in the world. Education is an attribute which is considered as the main term of national and universal stability.

It is crystaly obvious that distance learning, for which great interest is paid by developed and developing countries is considered as means of stability. International and local scientists of this sphere have revealed that getting knowledge and qualification of different strata do not completely satisfy the demand for the improvement of specialist components because of the fact that traditional education requires people to learn by getting away from a job, payment value, living and transport expenditures in their scientific researches. Distance learning helps to get new specializations that can meet the modern standards, upgrade working qualifications for small amount of money and not getting away from current job as well.

According to some sources, the history of distance learning dates back to some periods of the past few centuries. Even, Jon Baggeley, a specialist of this field, states that the elements of distance learning existed in the period of Genghis Khan [1].

Indeed, world scientists have been studying the history of distance learning development with great interest. In particular, we can see in some sources that the history of distance learning has been studied in three stages. Scientists believe that *the initial stage* was in the late XVII and in the early XVIII centuries, the education was conducted with paper letters. *The second stage* was the scientific-technique development and audiocassettes were used for teaching purposes. *The third stage* was the evolution of computers and internet. Current e-learning is considered as a feature of this stage [2]. Russian scientist D.

Ivanchenko [3] suggests to investigate this issue in four stages. According to his version, *the first stage* is between the late XIX and 1938. The appearance of distance learning is seen in the establishment of evening classes, learning centers for elder people, part-time education and conducting letter-based lessons. *The second stage* started in 1938. In this stage, the part time version of higher education was implemented. *The third stage* was defined from the late 1960s to the early 1990s. Within this period, there had been launched technological development, using teaching methods in education. In these years, audio learning manuals, learning programs, which were regularly broadcasted, and TV programs were created. *The fourth stage* began in the 90s of the XX century. This is the period of ICT, e-mail, audio and video conferences and the formation of education as well.

According to the researches, humankind has been using different types of distance learning for centuries. Using the successes of world development in distance learning helps to get more efficiency. Now the dramatic development of internet causes stable improvement and more comfort ability for people. In its turn, it leads scientists to make researches and investigations in developing e-learning, online courses in the current developing stage of distance learning. In particular, scientists recommend studying the development of online courses in distance learning by six stages [4]. They are:

• **The first stage**- 1993-1999 (the appearance of internet and its development)

• **The second stage**- 2000-2008 (the formation of mixed -blended learning)

• **The third stage** – 2008-2013 (MOOCs – the appearance and formation of online public courses)

• **The fourth stage** – 2014-2020 (blended learning plus MOOCs with academic credit)

• **The fifth stage** – 2021- 2029 (the internet technology integrate into vast majority of college instruction, the existence of online course components in all the education centers, in this period professors and teachers serve as designers and supervisors, especially, as tutors. In an education process, contradicting questions and situations occur, in particular, the questions such as "what to teach, why to teach, how to teach?" may happen.)

• **The sixth stage** –2030- later (there will a prediction like super E-cloud will be main tools)

Therefore, higher educational institutes of many countries in the world are competing in the search for new structural systems of the

implementation of educational services according to the principles of UNESCO "lifelong education". The departments such as rectors, dean's, academic office and others opened according to traditional educational structure. Moreover, Regional departments, information-technical centers, representative departments of the higher educational institutes, which provide the cooperation with the branches and centers in different parts of the country are functioning. In addition, associations and consortiums are intensively working.

For the past few years, the higher educational institutes of Uzbekistan have been trying to establish and develop distance learning. In particular, according to the 228th decree of the Cabinet of Ministers of the Republic of Uzbekistan on 25 July 2012 "On establishing the e-learning center at educational institutes under the ministry of higher and secondary education" the e-learning center, which coordinates the national network "E-learning" and methodologically provides it, was established [5]. All the higher educational institutes have the center of distance learning.

Furthermore, the adoption of the law of the Republic of Uzbekistan "on E-government" on 9 December 2015 has been a new significant step on.

According to the decree of the Cabinet of Ministers of the Republic of Uzbekistan "On the development project of service sector", the Ministry of Economy of the Republic of Uzbekistan and the Statistics Committee worked out the development project of service sector during 2016-2020 [6]. In the complex of the activities aimed by the project above, a great attention has been paid to distance learning.

Moreover, many conferences, seminars have been organized and several scientific and academic-methodological publications have been prepared. Distance learning has successfully been implemented at several higher educational institutes of the Republic. In particular, University of World Economy and Diplomacy (UWED) has a practical experience in implementing distance learning into pedagogical activities. Since the academic year of 2011-2012, the university has been using the distance-learning project of Blended learning and now this process has been improving [7]. At present, the university is widely using the LMS Moodle system.

UWED is trying to implement to use the opportunities of the internet, means of multi-media and information-resources. All the departments of the university have an internet access. The auditoriums have also internet connection and it helps professors and teachers use new pedagogical technologies during the lesson. The library has a scanners allowing the students to make a copy of unique books and the

other learning materials. There are e-versions of all the main learning resources.

In addition, a new design of the university's web site has recently been created and it is regularly updated. The scientific-research work, course work, diploma work are uploaded into the site of the university and the students get personal accounts.

With the aim of giving the students to get access to the internet and network, the university installed the modern devices of "WI- FI" system. The server of the internet system "Outlook" has strengthened in order to make the e-mail system accessible to foreign sources.

The development always requires to move on with regular improvement, getting experienced, being aware of world civilization. For this purpose, UWED is paying a great attention to the study of world distance learning experience and the cooperation with the universities where distance learning is widely used. One of the most successful universities with this system is the University of Waseda, Japan. Therefore, our aim was to analyze the experience of using distance education in Japan, to find out the problems of implementing distance technologies into modern education system of Uzbekistan, particularly to UWED. We studied the experience of developing distance education (E school) at Waseda university and made comparison analysis of the models of distance education in the world. Analysis of using the distance education technology and to implement these methods into traditional education system at UWED.

First of all, we studied the organizational structure and education process at E-school of Waseda. Here we can see Waseda university successfully created an opportunity for the society to get higher education by distance learning. In 2003 the effective system of using e-learning opportunities, distance learning was worked out at the e-school under the university. The lessons at the e-school are conducted for 90-minutes like traditional lessons. There is a tutor in the system of distance learning and the trainer connects a teacher and a student like a bridge. The tutor has a connection with the students for whom he or she is responsible within a network, advise them how to catch the topics, and to understand the lectures and make the tasks and how to cope within the deadlines. The tutor also provides them with the necessary lecture materials, tasks and homework, the relationship between the teachers and students. Moreover, the trainer helps the students understand the lessons, discusses the current topic with the students and terminates the problems occurred while getting and using the topic-related materials [8].

Furthermore, here we took many innovation tools beginning from technical equipment's of recording multimedia laboratory and pedagogical technology of school. We can use this technology when we will open our university E-school. Our university uses "Moodle LMS system" and this system can cooperate with the system (On-demand Internet Class OIC) which is used in Waseda. That E-School enables students to graduate without taking on-campus classes (i.e. "school in") and we stress this point as a key feature of Waseda program. If we agree to establish double degree program Waseda- UWED we could use Waseda E school materials for teaching to some special courses and Japanese language courses.

The next step of our research was to do comparison analysis of world Open University's and find the key directions in this educational area. Studying the latest literature [1-12] we could make some conclusions. In near future blended learning, MOOCs and several LMS systems will become essential part of education system of the world. Face to face learning system is becoming less popular. Internet technology is integrated into vast majority of college instructions and every course has online components. Professors and assistants of professors will become tutors. In near future super cloud systems will work in world educations. We can learn about it from experience of Cyber University (CU) of Japan. CU was certified by Ministry of Education, Culture, Sport, Science and Technology (MEXT) in 2006. In CU, full time student are full time workers. CU developed Cloud Based e learning system "Cloud Campus" in which Moodle LMS and iPad/IPhone applications are tightly integrated and synchronized.

Summarizing for the development of E-school in UWED we should:

• establish and develop distance education at UWED, to teach the particular subjects of all the directions according to the teaching plan by using the distance education technologies and analyze the results;

• organize forums and video-conferences for professors-teachers, specialists, senior researchers, masters and students in cooperation with specialists of Waseda university;

• establish and conduct the training courses of distance education technologies for the professors-teachers with the higher educational institutes in Uzbekistan under supervision of UWED;

• prepare and publish scientific-methodological recommendation, methodological instructions and manuals based on the gained results;

• prepare the offers and recommendations on advancing the administrative and legislative documents about implementing distance education into higher education system.

As to us, after implementing the above key points the expected results will be:

a) The effective implementation of distance education into higher education will cause teachers to broaden their teaching opportunities. Each lesson will be studied not during the single class but constantly, wide approaches will be appeared in order to grasp the core idea. By using distance education professors and teachers can save time, regularly work with students, receive the tasks in time and find the assessing system more comfortable;

b) Independently working practice of students will increase. They will be able to use the lectures and additional materials of the teacher on each topic. The feeling of responsibility and the ability of performing the tasks in time, being disciplined and prim towards teachers as well as lessons;

c) The development of distance education technologies will give great opportunities for the candidates trying to enter higher education institutes. From the one hand, short and long-term preparation courses, preparation to tests will enable students to prepare in their living places. On the other hand, it will be possible to prepare a wide range of students because of this opportunity. This will cause in its turn:

d) the pure competition among candidates entering higher educational institutes and the high level of knowledge;

e) the increase of the financial budget of the institute by the fees for these courses under the higher education institute;

f) the establishment of retraining courses in cooperation with other higher education institutes using the experience of UWED in implementing distance education;

g) the opening of short time or retraining courses for executive workers of Ministry of foreign affairs of Uzbekistan.

h) UWED will become one of the leading institutions as the university will be using modern teaching methods and means more effectively.

Indeed, nowadays the content and quality of education is considered as a core issue in our country. The scientific researches of scientists as well as the predictions on the successful prospects of distance learning show the importance of intensive development of this sphere in the higher education system of Uzbekistan. In this case, UWED as one of the most prestigious universities in our country, has practical experience in conducting distance learning as well as it has an opportunity to exchange experience with foreign partners. This will serve to further

improve the implementation of new pedagogical technologies in the learning process with a great impact on enhancement of quality education in UWED.

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