Foreign Experience in Digital Educational Technologies

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A B S T R A C T

the main stages of expanding the educational environment based on foreign experience are considered, not only the advantages of digitalization of education, the introduction of open online courses (MOOCs) are shown, but also the main problems, which are useful to take into account in practice of mastering new learning technologies.

R T I C L E I N F O

Article history:
Received 22 October 2021
Received in revised form
14 November 2021
Accepted 22 December 2021

Keywords: digital education technologies, massive open online courses (MOOCs), educational services, distance education, digital competence

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Introduction

The experience of using digital technologies in education in other countries is significantly more extensive. One of the reasons is the earlier debut and widespread diffusion of remote learning (in the 1970s of the twentieth century) (DL). Open universities with DL began to appear in Europe at this period, for example, in Spain - Universidad de Education a Distancia, the Open Business School in the United Kingdom, and so on. Third-world countries were also active in this process. Distance learning technologies have taken off in Japan, Canada, and the United States. The Open University, for example, was already offering 300 DL courses in 18 US states in 1999. According to UNESCO, Australia is the most advanced country in terms of DL and digital technology implementation, with Chile and China having the most experience with a centralized DL system. [4, c. 11].

Canada back in 1993 proposed School Net, a unified educational network for 16,500 schools with access to all the country's libraries, as well as the Internet. The ability to access valuable information resources of such centralized DL systems was immediately appreciated. They turned out to be especially important for regions remote from the centers of training. It turned out to be effective to supplement both full-time and part-time education with distance technologies, it became possible to receive education without interrupting work by people "over 30".

DL included not just institutions, but also schools and colleges, allowing students to fill in educational gaps and listen to hitherto unheard subjects.

At this point, the teacher's talents and function have begun to shift from that of a knowledge interpreter to that of a facilitator of the learning process. These shifts were amplified by digital technologies, which drastically altered the teacher's position and ability.

Extension of the educational system

The Massachusetts Institute of Technology (MIT) made its instructional materials available to the public for free in 2001. ("open and mass"). In 2008, the acronym MOOC (massive open online course) - a massive open online course (MOOC) was coined. In 2012, a professor at the University of Steford posts his or her courses online and creates the Coursera platform.The initiative was taken up by the world's leading universities. Currently, Coursera, the most popular platform, has partnerships with 149 universities.

This platform competes with two American providers Udacity and the European MOOC Initiative - the association of distance universities in Europe [3].

MOOC has significantly expanded the opportunities for gaining knowledge, the reason for this is the available educational resources, easy-to-communicate interactive online tools, a variety of materials and forms of their presentation, the possibility of implementing group projects.

Many "free" courses have become paid, and the somewhat strange phrase "educational services" has firmly entered the lexicon.

Educational services are now competing on the global market in the same way that traditional goods do. In this scenario, the language barrier decreases the competitiveness of Russian-language resources, despite the fact that their quality is comparable to that of foreign educational courses.

J. Daniel [1, p. 100] addresses the issue of MOOC payment, stating that the monetization of digital education has a negative impact on both students and teachers. Many teachers are unable to participate in this process due to universities' financial capabilities and the expensive expense of providing an open course. For example, 15-30 thousand dollars is necessary to design a course with video content and the ability to test at the end of each training module (MEP) (plus the availability of appropriate equipment).

The problem of providing an individual approach in the conditions of mediated communication began to be compensated for by interactive technologies, the ability to use social networks, the flexibility of the training schedule, the availability of materials at any time of the day and even in any conditions (for example, in transport). Mobile applications have appeared for preschool education, which immersed teachers in the virtual world, which is so fascinating for the younger generation.

The rich foreign experience in the use of information technologies in teaching made it possible not only to note the advantages, but also to assess the emerging problems.

Firstly, insufficient preparedness for such serious changes in teachers and educational institutions turned out to be a significant factor reducing the quality of education. For the implementation of new technologies, a certain technical base was needed, and, therefore, qualified service personnel, as well as teachers and students who can use such technologies and have “digital competence”.

In addition, new methods of organization and teaching technologies, additional research and serious methodological developments are needed.

Subject specificity must be taken into account, didactic features of different disciplines take time to adapt to a new educational environment.

Secondly, the problem of consumer risks and quality assurance of the education received has arisen, the need for a solid regulatory framework for digital education, for uniform quality standards has increased. Responsibility for the quality of education in the new conditions is shifted from the teacher to the student, who gets the opportunity to independently build his training program, choose platforms and educational courses.

Foreign researchers, in particular R. Mayer [1, p. 99], note that only a small part of Coursera users, 7%, master the training program and complete it in full.

If on popular platforms of well-known universities there is no doubt about the high quality of educational services, then commercial platforms, for example Udemy, cannot guarantee the quality of materials, because their resources are created by anyone.

Back in 2013, the European Commission took up the problem of developing uniform standards for digital education. Quality standards should guarantee the effective use of educational resources for all participants in the process, but, according to a study by the European Commission, there is an obstacle in the form of unequal provision of educational institutions not only with the Internet, but also with software tools, information technology infrastructure [3]. For the universities of Uzbekistan, this obstacle seems insurmountable so far.

Thirdly, UNESCO analysts, examining foreign publications devoted to the problems of the implementation of digital education, note the danger of technologization of education, Internet addiction, individualism, violation of personal information security, oversaturation of information in the educational process. Deep assimilation of knowledge is often replaced by the collection and accumulation of information, certificates, a cursory scan of materials in search of answers to test tasks.

The interaction of the teacher with the student has become mediated, "communication of machines" [2, p. 62] entered the educational environment and, on the one hand, supplemented, and on the other, partially displaced the social interactions between the teacher and the student. In this regard, there have been significant changes in the organization, technology, teaching methodology, the competence of the teacher has changed, a new format of communication with the student has appeared, the possibilities of the educational environment have expanded and new problems have appeared.

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