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THE IMPORTANCE OF DISTANCE LEARNING FOR PROFESSIONAL DEVELOPMENT COURSES

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Abstract.

Introduction. Nowadays, many people use distance-learning programs to study at home. Traditional distance learning models can be useful, but they can be enhanced. These models should be ranged in age and typically possess a variety of academic and professional competencies of the adult learners.

The aim of the work is to evaluate and demonstrate the development and significance of the center's courses for regular updating of professional knowledge, skills, and abilities required to ensure the educational process at a high scientific and methodological level, to promote the continuous development of professional and pedagogical skills based on qualification requirements, curricula, and programs in e-Learning environments. This article will also cover tips and techniques for engaging, maintaining, and supporting adult learners in eLearning environments.

Conclusion. The system of advanced training and retraining for pedagogical staff operates and grows as part of a single process of updating national pedagogy, ensuring the reform's personnel capacity. The operations of the Industry Centers have progressed to the point where they are able to respond to educational developments in a flexible and timely manner. The end outcome, the last criterion for the activity's excellence, is an improvement in the level of our students' training and education.

Key words: distance-learning, adult learners, a full-time learner, voluntary/compulsory learning, self-paced learning

In today's present time, many teachers use distance-learning programs to check reception. As far as I'm concerned about the space learning, the important of online learning or education shouldn't be neglected. Nowadays e-learning is taken into account the best thanks to get an education. However, some people say that the standard style of learning remains the simplest. According to my way of thinking, distance learning is an excellent kind of learning. Firstly, it's cheaper than full-time education. It lets learners who cannot afford to purchase the full-time courses to induce education.

A full-time student would not be able to build a schedule for himself. Additionally, the learner will work and study at the same time. Nonetheless, some people are wary of distant learning. They say that this type of education is deficient in communication. Students are unable to see their teachers or classmates. Teachers are unable to track their pupils. Interaction, they believe, is the secret to a good education. I disagree with this viewpoint since distance learning necessitates far more engagement than traditional education. Distance learners complete not only reading and exams, but also tasks and discussions. An online class provides the instructor with a lot of information on what the students did during the course. It might be possible to skip any classwork in a conventional classroom,

but in an online class, the teacher will see when each student engaged in discussions and what he wrote there. In a real class, none of this is feasible.

This online learning education is typically a huge benefit to those who work full-time because it is difficult for a full-time worker to attend school during their working time. For example, when an Uzbek student wants to learn an English course which is presented in the United Kingdom school, it is definitely hard for him to go to United Kingdom colleges and universities by plane every year. From this learning, many people can fulfill his wish by online learning and this program can really help to disabled individual who will pursue their career while learning at home.

Students' educational experiences are being transformed all over the world through distance learning. The open education system can serve as a tool for capacity building of extension professionals. The short-term open online courses are important tools for capacity building. A study of reusable learning objects-based short-term online courses is presented for capacity development of the extension professional. [1] Online instructional models can help adult learners seeking a high school diploma equivalency. This article will cover tips and techniques for engaging, attracting, and assisting adult learners in e-learning environments. Traditional distance learning models can be useful, but they

need to be improved. Adult learners should have a combination of academic and technical competencies, so these models should be varied in age. Cross' (1981) paradigm for adult learning, like Knowles', is focused on versatility, as shown by the Characteristics of Adult Learners model. "There are two types of variables in her model: personal characteristics and situational characteristics," [2] she says. Aging, life cycles, and developmental stages are among the private characteristics. Part-time learning, as well as voluntary/compulsory learning, is among the situational characteristics. The situational characteristics include full-time learning and voluntary/compulsory learning. "Throughout their lives, adults have varying degrees of readiness and talent for learning" [3]. With Cross' framework in mind, online learning offers individualized, self-paced learning and versatile access to information and resources for adults who are managing personal and situational characteristics. Distance education was "founded on the principles of flexible access and intended to enable distance learners, who were usually adult learners in full or part-time jobs, to study at a time, location, and pace that matched their convenience" [4].

Unlike students or professionals engaged in e-learning within the workplace, adult learners are part-time students that are busy with the strain of labor and family obligations. As a result of their restricted academic preparedness and non-traditional educational backgrounds, adult learners must be treated with sensitivity to and accommodations for these concerns when developing successful distance learning. The most well-known adult learning theorist is Malcolm Knowles, whose theory of andragogy is described as "the art and science of assisting adults in learning"[5]. His learning theory is applied to distance online education because it's supported the learner's own control, flexibility and feedback, and online learning is way more conducive to learner autonomy than traditional classrooms within the sense that whether asynchronous or synchronous, the learner has far more control of when and where to finish their coursework. Flexibility may be a key attribute to think about when viewing online learning environments. So I might like us to concentrate the subsequent strategies for building effective distance learning programming for adult learners.

Coaching services are available:

Learning online is obviously easier than ever before. Adult learners with minimal literacy and numeracy, on the other hand, can find the internet daunting, rendering online learning difficult. Academic success coaches should make regular contact and act as guides, helping learners navigate the complexity of the web experience. Coaches can also help learners develop the soft skills necessary for being successful in an online class, including time management, goal setting, and staying focused in a distracting environment. Across many academic contexts, researchers have begun to recognize the importance of student self-regulated learning (SRL), a process through which students proactively manage and control their thinking, actions, and environments to attain personal goals. [6]

Enable several points of entry or reentry:

Learners, especially those with a high school diploma, are extremely busy, and other obligations, such as work or family, may take precedence over their education. Therefore, engagement levels can fluctuate. E-learning courses should therefore be designed in a way that allows for adult learners to miss 1-2 weeks and re-engage when they are available again.[7] On-demand units, chunked lectures, and new courses beginning at regular intervals can all help achieve this aim.

Maintain touch on a daily basis:

Regularly send out "digests" with a summary of recent material and reminders of upcoming deadlines. Google Sites can be used to organize class content, and Facebook Groups and Telegram Groups are a great (and free) way to include a social network component. In the same vein, make it a point to reply to all emails within 24 hours. Learners should be aware that they can contact academic and digital support via email at any time. Try to reply promptly as learners typically seek support when they are engaged in coursework.

Skills in digital literacy should be integrated.

Learners should always be improving computer skills. Try to integrate computer literacy lessons wherever possible, ranging from how to use spell check to how to use Google effectively.[8] As an extension, allow learners to explore material independently rather than through direct instruction. For example, in a writing course, learners can be directed to research thesis statements on their own

(using Google). The community could then analyze the websites they discovered as a whole. This approach allows students to take care of their education while also teaching them how to assess web content, two important 21st-century skills. Effective learning for health professionals is an important task in this era of information explosion. Technology-assisted education provides recipients with a better subjective efficacy compared to traditional pedagogy. Students prefer this education strategy due to its flexibility, high accessibility, and ease for tool usage. A literature review summarized that the context and themes involved in internet-based learning and the learning theories should be tailored individually. Among the spectrum of internet-based curricula, digital problem-based learning (PBL) gains popularity recently. Traditional learning process among medical students hinges on one-way knowledge transmission, but interactive modules such as PBL are better suited to enhance engagement and potentially increase learning effectiveness. Three core components of PBL have been proposed; an initial problem-presentation and analytic phase, a second self-oriented learning phase, and the final result synthesis/reporting phase. [9]

CONCLUSION

With a lot of adults in Uzbekistan that cannot attend Language Training Centers, there is a clear need for adult education programming nationwide. Online learning can provide a transformative educational experience that allows an adult learner to study anytime and anywhere. Online education

can be an efficient educational model for adult learners if the right mechanisms and services are in place. In conclusion, I would like to say that distance learning is the best form of learning any foreign languages.

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