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Didactic Principles Of Digital Learning Process Based On Digital Technologies In Distance Learning

Bekchanova Shoira Bazarbaevna

Independent Researcher, Department of Distance Education
Tashkent State Pedagogical University
Tashkent, Uzbekistan
bshb79@mail.ru

Abstract*: The need for digital technology-based education and digital universities in distance education means that the global transition in the age of information technology necessitates an active increase in the relevance of the direct digitization process. Building a successful digital education is one of the important priorities of public policy not only in our country but all over the world. In this article, we will share 11 principles that will help you effectively integrate digital technologies into the educational process.*

Keywords— distance learning, individualization, digital technology, digital education, principles, flexibility.

1. INTRODUCTION

Digitization of the educational process in the form of distance learning in higher education institutions is the interaction and adaptation of the educational process formed in modern conditions and the modern technical means introduced into the educational process.

The goal of changing the educational process and adapting it to modern digital techniques is to make the most effective use of the opportunities of digital technologies. In turn, the purpose of the development of technologies in the field of education is to fully adapt them and integrate them into the educational process in the most convenient way to solve the identified pedagogical tasks.

Advantages of digitalization of education.

With the introduction of digital technologies in modern distance education, the educational opportunities of institutions have significantly expanded. In particular, training formats such as corporate online trainings, other types of education, all kinds of mobile platforms, micro learning and others are actively developing. For both the student and the teacher, it depends not only on creativity and education consisting only of text on paper, but also on electronic materials rich in audio, video, presentation, graphics, color images. and this ensures that the information in the course is stored clearly and well in the students 'memory for a long time.

The introduction of e-learning resources will provide students and teachers with easy access to a variety of learning materials. Universities, in turn, replenish e-library funds with e-books. Universities in a similar field combine their work on electronic platforms, where they have the opportunity to freely share educational content with each other.

In this regard, in the educational process designed to prepare modern students for the life of the digital society, as well as to organize professional activities in which the individual has his own opinion, independent engagement on the basis of digital technologies in distance learning competition and significant changes are taking place. And where there is competition, there is development.

2. METHODOLOGY AND RESULTS

Digital didactics in distance education is a part of pedagogy aimed at organizing the educational process in the digitalization of society. In this scientific discipline, the principles and basic concepts that are traditional for didactics are applied, but they are modified and supplemented by adapting them to modern realities. Digital didactics is the basis for creating modern teaching methods and strategies.

Didactic principles of digital learning in distance learning. The basic principles of the digital learning process include:

1. The principle of superiority;

2. The principle of personalization;

3. The principle of expediency;

4. The principle of flexibility;

5. The principle of success;

6. The principle of learning in cooperation and interaction;

7. The principle of practice orientation;

8. The principle of increasing complexity;

9. The principle of completeness of the educational environment;

10. The principle of polymodality (multimedia);

11. The principle of inclusive evaluation.

Application of didactic principles based on digital technologies in distance education:

1. The Principle of Dominance (Principle of Dominance) focuses on the student's independent learning activities in a digital learning environment. The teacher should organize the learning process, support and assist the student.

2. The principle of personalization implies the ability of the student to independently determine the purpose of learning, to choose the strategy of the educational process, the speed and level of mastering the educational program. This approach allows the teacher to monitor the student's personal development indicators and learning outcomes.

3. The principle of expediency - intersects with the traditional didactic principle of expediency: the learning process requires the use of such digital technologies that only maximize the achievement of the goals set by a particular student in the educational process. This principle does not imply the use of ineffective pedagogical technologies and tools without clearly defined educational goals.

4. The principle of flexibility allows the development of an individual approach depending on the conditions of the digital learning process. The digital learning process allows you to automatically customize the program for each student, taking into account aspects such as the order, method and pace of presentation of the learning material. This principle also takes into account the level and nature of teacher support.

5. The principle of academic success intersects with the didactic principle of the power of learning and requires the achievement of set goals, as well as the full mastery of knowledge, skills and competencies. In the digital learning process, this principle is the final element of the "explanation-consolidation-control" didactic chain. Additional study hours are allocated to reinforce the material, and often face-to-face meetings of teachers and students are arranged. The teacher should carefully monitor the optimal ratio of group and individual forms to enhance the use of digital technology in the classroom. Digital tools make this process much faster and more customary.

6. The principle of learning in cooperation and interaction (analogous to the didactic principle of interactivity) requires the construction of the educational process on the basis of active and multidisciplinary - real and network communication between teacher and student. This principle involves the use of group forms of network learning.

7. The principle of practice-oriented, which is directly related to the traditional didactic principle of linking education with life, requires the definition of clear goals and clear results. To do this, you need to organize the following:

• Stop learning goals, objectives, and problem situations;

• practical tasks;

• Consolidation of the acquired knowledge in the context of "practice", i.e. in an active project or enterprise.

8. The principle of increasing complexity, which is associated with compliance with this didactic principle, systematicity and consistency, implies a sequential transition:

• from simple to complex and from complex to simple;

• from general to private and from private to general;

• individual to group and from group to individual and other learning processes.

9. The principle of saturation of the learning environment requires excessive information resources to create an individual learning strategy. Such redundancies can be done with the help of a network educational resource - a single information learning environment.

10. The principle of multimodality (multimedia) is a more detailed didactic principle of visualization, which uses the methods of visual, auditory and motor (kinesthetic) perception in the educational process. To do this, various devices such as simulators, sensors are used.

11. The principle of inclusive assessment requires continuous assessment of student achievement throughout the learning process. Digital technology provides the teacher with fast feedback by constantly transmitting the necessary information about the results of the task. Because of this, the teacher draws conclusions about the student's strengths and weaknesses, allowing the scenarios and immediate learning objectives to be adjusted during the development process. Thus, digital technologies provide objectivity and transparency in the final assessment of the performance of a given task.

3. CONCLUSION

The didactic principles of digital vocational education require additions as the theoretical and practical possibilities of digital education develop with their openness and novelty. As a result of the digitization of distance learning, effective independent learning is obtained on the basis of individual learning processes and constant monitoring of student activities. Digitization significantly expands the possibilities of using group and individual forms of lessons, provides full mastery of professional knowledge and skills, as well as has a significant impact on the development of inclusive education.

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