

THE ROLE AND IMPORTANCE OF MASSIVE OPEN ONLINE COURSES IN INCREASING EDUCATIONAL EFFICIENCY

Bagbekova Laylo Kadirbergenovna

TSPU after named Nizami.

bagbekova_laylo@mail.ru

Annotation:

This article discusses the quality of higher education in all higher education institutions around the world, ways to improve the effectiveness of education, the results of effective organization of lessons using e-learning, the current state of e-learning and the current state of public open online courses information about.

Key words:

Education, quality of education, Online education, text, illustration, video, audio, color images and graphics, animations, technology, popular, open, online course, innovation

The quality of higher education, ie the training of quality personnel, has always been and will remain a topical issue in all higher education institutions around the world. The issue of quality is becoming increasingly important, especially in the late twentieth and early twenty-first centuries. In the context of the growing penetration of our country into the world community, the modernization of various sectors of the economy, including the best practices of developed countries in the educational process, is widely used.

Online education is a system of teaching and learning at a certain distance from the teacher and the student. This requires the organization of the teaching process on the basis of such means as computers, satellite communication, cable television.

In the online education system, students will have a wide network of training centers, where they can work in libraries and computer classrooms, consult with a tutor. Active communication on a specific subject is carried out in seminars with the participation of students.

Online learning is an open form of learning and has a number of advantages. The main advantage of online education is that it is more self-directed to students, creating the most comfortable environment for them to study, as well as completely freeing them from time and various other boundaries.

An open online course is a set of learning materials needed to study a subject.

Open online course:

- a multimedia training course consisting of lectures with a sufficient amount of text, color images and graphics, animations, audio-video recordings;
- network training, monitoring and simultaneous assessment of students' knowledge;
- automatic notification of students of the current schedule of educational tasks;
- Represents references to sites that have global sources of information on a specific topic.

One of the key elements of online teaching is that students actively communicate with the teacher and other students. This process is accomplished through email, discussion forums, chat systems, teleconferences, online seminars, and discussions.

The nature of forms of communication in online learning affects the teacher's place in the learning process: it is more of a student than other forms of learning, only as a facilitator, mentor and guide in the learning process, based on the teacher's monologue becomes a dialogue between two colleagues with more experience. It should be noted that in online teaching, direct access to programs presented in the form of text, graphics, videos, control, and the like is important. The teaching materials of the online course created by the teacher consist of the forms of the teacher's approach to the student.

Unlike the traditional form of education, online education frees the student from the task of handing over and defending personal supervision tasks. He is in constant contact with the remote teacher via E-mail, social networks and feedback, and he can quickly answer questions that arise in the student.

The current period shows that the need for new requirements of the educational stage is high. The application and management of online learning technologies in the educational process also play an important role. In this regard, a number of urgent work is being carried out in our country.

The main reason for the emergence of online education is the rapid development of information and communication technologies, which create opportunities for fast and accurate delivery of educational materials to students.

Online education is a general humane form of teaching based on the widespread use of traditional, new information and telecommunication technologies and technical means, allowing the learner to freely choose subjects that meet the standards, to exchange ideas with the teacher. is not dependent and he has the opportunity to study on a regular basis without coming to the educational institution with the advice of a teacher of the educational institution or people who have a certificate of this educational institution.

Online education is a general humane form of teaching based on the widespread use of traditional, new information and telecommunication technologies and technical means, allowing the learner to freely choose subjects that meet the standards, to exchange ideas with the teacher. is not dependent and he has the opportunity to study on a regular basis without coming to the educational institution with the advice of a teacher of the educational institution or people who have a certificate of this educational institution.

Today, an education system aimed at integrating into the new global information and educational environment is being built in our country. This is accompanied by significant changes in the organization of the educational process that meet modern technical capabilities. The penetration of modern information technologies in the field of education allows to qualitatively simplify and change the methods of teaching and forms of organization of the teaching process on the basis of a new approach. Information and communication technologies are the most important part of the modernization of the education system.

Today, most developed countries use full-time, part-time, online and e-learning. The introduction of computer technology into the educational process, in addition to traditional teaching methods, led to the creation of a new form of teaching, e-learning.

One of the promising areas of use of online education is the organization of independent learning of students on the basis of modern information and communication technologies. When studying any subject independently, students should be provided with appropriate textbooks, information and other teaching materials. It will be possible to present all this in modern forms through computer technology, ie on the basis of e-learning resources.

The development of online education requires a closer look at modern trends and current world experience, which further defines the key vectors in the development of the modern educational paradigm, expanding the practice of its effective implementation in the educational process. MOOC is the Massive Open Online Course (MOOC), an academic course offered by many universities around the world to enable professors and students to communicate freely using remote technologies to anyone anywhere in the world.

Massive open online courses are one of the most popular and promising trends in world education. MOOC is a training course with the use of e-learning technologies and open interactive participation through the Internet. Extensive Open Online Course (MOOC) is an online course that supports the study of various disciplines and is accessible to all who have a computer and the Internet. The goal of MOOC is to connect teachers and students around the world.

A public open online course (MOOC) is an aspiration towards greater openness in higher education. The events of MOOC are characterized by the current changes in higher education in the context of the widespread deployment of open education, online teaching and the globalization of education and budget deficits. They can be seen as an extension of existing online teaching approaches in terms of course access and expansion opportunities, as well as the opportunity to rethink new business models that include elements of open learning. A number of MOOC's platforms have been developed in collaboration with top-ranked universities and offer courses independently or in partnership with them.

The original concept of MOOCs stemmed from the idea in 1960 that as a result of scientific research, people could connect through a series of computers to listen, discuss, and study a particular topic or topic.

MOOCs were first introduced in 2008 by Dave Kormier to describe Siemens and Downes 'course' "Connectivism and Connective Knowledge". This online course was originally designed for a group of twenty-five people and is only open to registered students.

MOOCs open up opportunities for those living in remote areas and developing countries, as well as for personal and professional success, without much expense. The main goal of the MOOCs was to create an open learning environment and provide university-level learning opportunities for as many students as possible. Unlike online courses at traditional universities, MOOCs have two main features:

1. Openness - All students can take a free online course.
2. Scalability - the courses are designed to support unknown participants, and these features may be interpreted differently by different MOOC providers; some MOOCs are public but not open and some are open but not public.

The development of MOOCs is based on the idea of openness in education, knowledge should be freely shared and the desire to learn should be fulfilled without demographic, economic and geographical constraints.

The emergence of MOOC-style innovations demonstrates the convergence of interests in social, economic and technological development in the field of education in a global context.

There is potential for open learning to play an important role in providing access to education for all and in addressing the challenges of a changing environment that require new ways of learning and implementing it in the future.

As part of the move towards open learning, this new paradigm opens up opportunities for exchange of views, collaboration between institutions, teachers and students at the local and international levels, as well as more meaningful participation in teaching and learning.

It can be said that MOOCs can have an impact on higher education in two ways: improving teaching; encourage educational institutions to develop specific tasks that include openness and access for different groups of students.

MOOCs also provide institutions with the opportunity to explore creative and innovative thinking and new pedagogical practices, business models, and flexible learning approaches in their presentation.

Mass open online education opens up new opportunities for innovation in higher education, allowing universities to explore new models of education and teaching, as well as innovative practices in teaching.

Nowadays, it is possible to get quality education at prestigious universities around the world without leaving home using the Internet. This led to a complete change in the educational paradigm. This was due to the emergence of mass open online courses.

Public open online courses are training courses prepared using interactive methods and posted openly on the Internet. The rapid and widespread spread of popular open online courses indicates that they are in demand in the global education market.

MOOC can be used by applicants, college students, students of higher education institutions, professors and teachers of higher education institutions, independent researchers.

There are also certain issues in the higher education system, all of which can be addressed through publicly open online courses. In particular: the issue of professional development of professors and teachers in foreign higher education institutions in a high-ranking foreign higher education institution; the issue of teaching students at the highest rated foreign higher education institution; the issue of training high-quality, competitive personnel; the issue of introducing the subjects taught in the highest ranked foreign higher education institution in local higher education institutions; the issue of formation of educational complexes on newly introduced disciplines; the issue of teaching specialty subjects in foreign languages; the issue of organizing independent work of students.

In particular: the issue of professional development of professors and teachers in foreign higher education institutions in a high-ranking foreign higher education institution; the issue of teaching students at the highest rated foreign higher education institution; the issue of high-quality training, competitive personnel; the issue of introducing the subjects taught in the highest ranked foreign higher education institution in local higher education institutions; the issue of formation of educational complexes on newly introduced disciplines; the issue of teaching specialty subjects in foreign languages; the issue of organizing independent work of students.

Almost all classrooms are equipped with video cameras, classes of teachers and professors are recorded and posted on the Internet. If some students do not have the opportunity to attend classes during the day, they can learn the necessary knowledge by watching the lessons in the evening.

Models of e-platform courses have been developed and are being disseminated to a wide audience by various universities and educational centers around the world. For example, MOOC for a wide audience is an electronic platform training course developed using interactive methods and openly posted on the Internet. Through MOOCs, it is possible to study at home in one of the most prestigious higher education institutions in the world.

The courses in the MOOC format are designed to organize an interactive distance learning process, which includes integrated lectures, tests and assignments to control the acquired knowledge, constant communication between teachers and students on a special Internet platform and the final exam to determine the best students. In MOOC, a lot of attention is paid to the interaction of listeners, for example, through forums, online and in-person communication, viewing lectures together, and so on. In the process of studying in open online courses, it is mandatory to complete assignments on time according to the course schedule. A number of factors hinder the development of mass online education: for example, low motivation of students to study, differences in the education system of different countries, the fact that many MOOCs are developed in English, the lack of mechanisms to include MOOC in higher education programs; in the absence of proof of education, which is important for employers and other educational institutions, etc.

In conclusion, the processes of modernization and reform of education are particularly evident in the higher education system. Here, in the teaching process, new technologies must be constantly introduced in order to improve the quality of education. It is obvious that the process of reforming the education system is a necessary factor in the ongoing socio-economic reforms in the country and is of a permanent nature. In this process, it is very important that the implementation of advanced foreign experience and modules remains one of the priorities in ensuring the quality of higher education.

References

1. Bagbekova, L. (2020). Distance education system as a new form of teaching. *Theoretical & Applied Science*, (9), 12-14.
2. Kadirbergenovna, B. L. (2022, February). Massive open online course basic requirements for digital educational resources. In *Conference Zone* (pp. 187-190).
3. Хасанов, А. А., & Ўроқова, Ш. Б. Қ. (2021). Цифровизация образования на современном этапе развития информатизированного общества. *Scientific progress*, 2(1), 300-308.
4. Qizi, U. S. B. (2021). Digitization Of Education At The Present Stage Of Modern Development Of Information Society. *The American Journal of Social Science and Education Innovations*, 3(05), 95-103.
5. Bagbekova, L. (2019). Opportunities of massive open online courses. *European Journal of Research and Reflection in Educational Sciences Vol*, 7(12).
6. Kadirbergenovna, B. L. (2019). The importance of independent education in education system. *Педагогика ва психологияда инновациялар*, (5).
7. Elmurzaevich, M. A. (2022, February). Use of cloud technologies in education. In *Conference Zone* (pp. 191-192).
8. Otoboevich, K. M. (2021). Model of Developing Ideological Competence in Students. *Annals of the Romanian Society for Cell Biology*, 1284-1292.
9. Kadirbergenovna, B. L. (2022, February). Create 3d graphics with the hand of 3d max software. In *Conference Zone* (pp. 206-208).
10. Абдурахманова, Ш. А. (2017). Развитие педагогической науки в Республике Узбекистан. *Молодой ученый*, (1), 428-430.
11. Sh.A.Abduraxmanova, & X. Jo'rayev. (2022). Modern web technologies used in professional education. *Conference Zone*, 178–179. Retrieved from
12. Shahnoza, A. (2019). About one aspect of the development of students'intellectual skills using multimedia interactive tests. *European Journal of Research and Reflection in Educational Sciences Vol*, 7(12).

13. Bagbekova Laylo Kadirbergenovna. (2022). Teaching computer graphics as a pedagogical problem on the basis of massive open online courses in information conditions. *World Bulletin of Social Sciences*, 8, 71-74.
14. Shaxnoza Abduhakimovna Abduraxmanova. (2022). Individualization of professional education process on the basis of digital technologies. *World Bulletin of Social Sciences*, 8, 65-67.
15. Mamarajabov Odil Elmurzaevich. (2022). Formation of students' competence in the use of cloud technologies in the information educational environment. *World Bulletin of Social Sciences*, 8, 79-80.
16. Mamarajabov O.E. Benefits of Using Information Technology in the Education System // *Vocational Education*. Tashkent, 2019. No.1. P. 55-59.
17. Bahadirovna, S. D. (2022, February). Enrich educational content through multimedia resources using digital technologies. In *Conference Zone* (pp. 220-221).
18. Uroкова, S. B. (2020). Advantages and disadvantages of online education. *ISJ Theoretical & Applied Science*, 9(89), 34-37.
19. Khojaev Munis Otaboevich. (2022). Legal fundamentals of developing ideological and ideological competence in students. *World Bulletin of Social Sciences*, 8, 96-100.