AMERICAN JOURNAL OF SOCIAL AND HUMANITARIAN RESEARCH

ISSN: 2690-9626
Vol. 3, No. 11, 2022

# Pedagogical Conditions of Organization of the Digital Education

**Ruzmetova Sayyorakhon Timurkhanovna**
Basic PhD Degree Student, Department of Psychology and Pedagogy, Tashkent State Technical University named after Islam Karimov, Tashkent, Uzbekistan

**ABSTRACT:** In modern conditions, highly qualified personnel are being trained in order to train them on the basis of new pedagogical technologies. The specificity of new pedagogical tasks guarantees the effectiveness of training. 80% of the effectiveness of lessons depends on the correct construction of the educational process, its organization and practical guidance. When designing the educational process, the content, purpose, expected results, forms, methods and means of teaching are determined, initial criteria for assessing knowledge, skills and abilities are developed, the distribution of time for individual stages of the lesson is determined. , indicated, the emphasis is on the coordination and interdependence of the project components.

**KEYWORDS:** digitization, education, digital educational platforms, webinar, virtual conference tools.

## Introduction

The successes of modern technology in pedagogy and other disciplines are related to the theoretical base: firstly, the educational process is based on scientific foundations; teaching aids, didactic materials and active methods serve as the basis for the joint activities of teachers and students. The use of interactive methods of innovative technologies of pedagogical information technologies in the educational process contributes to an increase in interest in learning: if in traditional education students received ready-made knowledge, then with the help of modern technologies, students can independently analyze the acquired knowledge and be interested in them. looking for independent conclusions. In this process, the task of the teacher is to create conditions for the development and self-education of the individual. The teacher is not only a translator of knowledge, but also performs the functions of managing the cognitive process. The student becomes the main subject of this process. Time imposes new requirements on the system of higher education related to the training of future specialists in a competitive labor market. In our country, the national personnel training program is being implemented in the context of modernization, considering the level of training of specialists at the level of world standards and is aimed at creating a scientific and practical base for training specialists at the level of modern requirements. Modernization of education and reformation of the educational process in the system of higher education is carried out on the basis of updating the content of education and introducing new technologies [1]. International cooperation in the field of higher education has contributed to the introduction of a modular system of education in many educational institutions of our republic. Modular technologies, first of all, are aimed at reducing the time of classroom training under the guidance of a teacher and creating ample opportunities for students to work independently. With this approach, students independently study new material, select additional resources, and consolidate educational material. In the



ISSN 2690-9626 (online), Published by "Global Research Network LLC"
under Volume: 3 Issue: 11 in Nov-2022 https://grnjournals.us/index.php/AJSHR

process of independent research, research skills are formed, practical skills of working with information resources are formed [1, 2, 3, 5, 6].

**Materials, Methods and Discussion**

One of the types of training for students studying using digital technologies is a webinar.

A webinar is an online lesson based on the teacher's active learning methods. It is aimed at mastering and consolidating educational material by students, mastering the methods of teamwork and exchange of experience, developing academic and professional skills, as well as establishing the process of independent cognitive activity. A webinar is a type of web conference where you hold online meetings or presentations over the Internet.

The origin of the term "webinar". Around the same time, the term webinar (webinar) began to be used, formed by combining the words web and seminar. In the late 1990s and early 2000s, there were even attempts to assign this name, for example, in 1998, someone Eric R. Korb registered the trademark WEBinar (certificate number 75478683, USPTO), so the rights to webinars were transferred to InterCall. In 2006, Learn.com registered the term webinar as a TM (Certificate No. 78952304, USPTO), but both applications were canceled in 2007, and since then the word webinar has been used in various variations and remains in the public domain [7].

In February 1999, ActiveTouch launched its first video-enabled webinar service, WebEx Meeting Center, and changed its name to WebEx that same year.

However, this direction began to develop most actively in parallel with the widespread use of broadband communications, which made video communications available to the public. In 2003, Citrix acquired Expertcity with its GoToMyPC and GoToAssist products, from which Citrix GoToMeeting, its own webinar solution, was created a year later. In 2005, Adobe Connect (based on the developments of the acquired company Macromedia) offers its solution to the Adobe System market, and in 2007 Cisco acquired WebEx for $3.2 billion, which gave an additional impetus to the development of the product. Since then, the market for webinar solutions has evolved, and today there are more than 50 different solutions that, despite nominal similarity, can differ significantly in detail [8].

Simply put, an educational webinar is an organized online training or corporate online meeting on a topic. Events, such as a lecture on modern technology trends, a master class or a briefing on new educational materials for part-time students, can be held in the format of an online webinar [9].

There are always two parties involved in a webinar: the presenter and the participating students. Typically, attendees can see the instructor hosting the webinar, but the instructor cannot see the participants. No wonder: if more than 5 students participate in the lesson, it is difficult to keep track of each participant. Therefore, the teacher needs a special platform for organizing a webinar, because it is difficult to conduct a lesson for, say, 100 people in standard instant messengers with video calls.

From a pedagogical point of view, the benefits of webinars are enormous - practice shows that their effectiveness is almost the same as the effectiveness of offline events. At the same time, the organizers will be completely free from the problems of finding a suitable audience for classes, creating comfortable conditions for participants and other problems. The main factors required from the teacher when conducting a webinar:

- development of an interesting lesson technology;
- selection of demonstration materials;
- if necessary, invite an additional presenter or speaker;
- is to take care of the technical side and, if necessary, ask the moderator for help.



ISSN 2690-9626 (online), Published by "Global Research Network LLC"
under Volume: 3 Issue: 11 in Nov-2022 https://grnjournals.us/index.php/AJSHR

A distinctive feature of the webinar in comparison with traditional practical classes and seminars is its content and methodological richness, uniqueness and practical orientation of the developed educational issues. They ensure the formation of the professional interest of students, the active participation of each student in the discussion of educational material and the implementation of certain actions (activities). At the same time, the main task of the teacher is to perform an organizational function, which is mainly related to the direction and adjustment of the overall course of learning.

The organization of a webinar, as a rule, involves holding it after students have independently studied the subject, its section, topic or set of topics.

In the process of organizing webinars, we identified different types (forms) of classes. For example, a webinar is a form of webinar. This is an online class for participants (geographically distant) in real time, where participants can organize general discussions, learning activities.

Online conferences also allow organizing broadcasts of online presentations for a sufficiently large audience, continuous work with documents and applications, and organizing teleconferences. For webinars, a specialized "virtual classroom" application is used, which allows not only to communicate via the Internet, but also to learn in real time. The educator-teacher should play a leading role in the lesson, influencing the mutual interaction of participants [10].

In an online lesson, one problem can be explained in different ways, in a completely different style and manner: group discussion and press conference, brainstorming, etc. [11]. Because there are different stylistic forms, styles and methods. for conducting webinars, then the correct choice of methods for organizing and conducting a webinar, as well as the correct implementation of the method chosen by the teacher, will ensure its high-quality implementation.

The goals and objectives of the lesson, the content and level of preparation of the audience play an important role in the preparation and conduct of the webinar. This is where various webinar strategies come from [12].

1. Instrumental strategy. The webinar is used as a source of knowledge and skills, as a tool for the formation of competencies.

2. Interactive strategy. The webinar is designed not only for the transfer of knowledge and skills, but also for the student's attitude towards them.

3. Presentation strategy. The webinar involves the reception of educational material mainly without a critical attitude to the content of the topic. At the same time, one should not allow only the teacher to speak continuously, and the students to listen to him/her [13]. As you can see, for each webinar task, the amount of interaction between participants in the learning process varies depending on what the participants require, for example, basic knowledge (lecture format), discussion or collaboration.

1) consulting seminar;

2) seminar provocation;

3) social communication;

4) a seminar with elements of group work;

5) seminar-meeting;

6) visualization workshop;

7) seminar-meeting;

8) web conference (online conference).



ISSN 2690-9626 (online), Published by "Global Research Network LLC"
under Volume: 3 Issue: 11 in Nov-2022 https://grnjournals.us/index.php/AJSHR

Particular attention should be paid to the design of educational content. The practice of our webinars has clearly shown that an approach based on the context, preparation of the target audience, etc. is necessary for the presentation of educational materials [14]. The following content presentation tools are available:

1) text;

2) sound;

3) graphic;

4) animation;

5) video.

The teacher controls the balance of the interaction of these tools. Studies have shown that the use of text in high-text situations where students are uncomfortable reading from a screen where the text is not adapted for use in electronic form reduces the effectiveness of learning [15]. Practice shows that it is preferable to present instructions and links in the form of slides.

We recommend replacing large texts with photographs, graphics, diagrams, drawings, avoiding decorative effects. Therefore, the perception of the image should be similar to the content of the text [16]. Properly drawn up diagrams and diagrams allow you to describe and illustrate any process or object.

When preparing educational content in such subjects as computer science, information technology, programming, dialog boxes should appear, starting with a drop-down menu, include screenshots of the program, and describe processes. Here graphics are available as color, background, image, font, icons and navigation buttons.

Particular attention should be paid to the use of audio and video. The slides and video lectures that we prepared and used showed that students do not demand video quality, but sound quality [17]. Voice speed, pronunciation, text repetition affects the perception of educational information.

During webinars, the teacher supports the learning process. Teachers can be constantly present or appear on the screen to talk about the next sequence of actions. Particular attention should be paid to the use of pauses between blocks of information to facilitate the reception of information and listening to prepared questions.

It more accurately repeats the tutorial animation, which should contain only the bare minimum of necessary information [18]. Animation is suitable for depicting both physical and abstract processes and makes it much easier to demonstrate processes step by step using software. No special skills are required to perceive animation. If it is necessary to demonstrate processes close to reality, the use of video functions (video series, documentary, interviews, interviews with experts) can also help in training. However, the use of video is not always justified, because films and video sites are mainly intended for entertainment. Therefore, video should complement other ways of transferring knowledge, not replace them.

To conduct a seminar in the form of a web conference, it is necessary to organize a video broadcast in which two or more teachers or tutors / teachers simultaneously participate, audio broadcast and documents, images, desktop, video files and a forum. In most cases, communication during an online conference is carried out using browsers.

We believe that the main disadvantages of using animation and video are:

- animation and video exclude self-study;
- to create and update graphics, animation, video is very difficult and expensive;
- creation and updating of graphics, animation, video requires special skills and tools;



ISSN 2690-9626 (online), Published by "Global Research Network LLC"
under Volume: 3 Issue: 11 in Nov-2022 https://grnjournals.us/index.php/AJSHR

- It is difficult to remember the sequence of actions shown by the video or animation.

The undoubted interest in educational materials is the reason for using the QR code. This code is a way to encode a small amount of data in a graphic image. One QR code contains the following number of characters: binary code - 2953 bytes; numbers and letters (+ Cyrillic) - 4296; numbers - 7089; hieroglyphs - 1817. You can encode text for any destination, contact information, phone numbers, Internet address, geographic information. The QR code is recognized by the Google Chrome browser, smartphones and laptops with the necessary software installed.

The QR code should be used as follows:

- if it is not possible to complete the training material, additions to the text, such as videos, presentations, links;
- additions to the educational object (the code indicates additional information about the parts of the object, devices);
- conducting virtual educational tours (for example, receiving questions using a scanned code and then answering them).

The use of graphics, animations, videos and receiving feedback place serious demands on the Internet connection, computer specifications and installed software. To participate in the webinar, you need to install a browser on your computer (Mozilla Firefox, Internet Explorer, Opera, Google Chrome, etc.), Adobe Flash Player. The recommended minimum output rate is 128-256 kbps. For the lesson you will need:

- microphone (external or built-in), headphones/speakers or headset;
- camera (both a webcam and any digital camera will help);
- USB video recorder.

Conducting webinars at the university differs significantly from holding similar events in other organizations.

**Conclusion**

It is important to organize a form of feedback (feedback) in digital education. The most important difference between lectures or live seminars and online lectures or webinars is the inability to see the audience. Using some Internet broadcasting services makes teachers feel like they are talking to themselves and their image. This problem can be solved by using video cameras that show each participant in a separate window. But this creates noise and noise (different light in each displayed window, microphones are constantly on), which distracts the teacher. Therefore, our practice shows that when conducting online lectures or webinars, you should broadcast only the video of the lead teacher, turn off additional microphones and / or students' videos and use them only during specially scheduled breaks that must be turned on. When conducting webinars, the teacher is recommended to work with only one virtual audience. In this case, the feedback is carried out without intervention.

But sometimes teachers are placed in such conditions that they have to conduct a webinar with several virtual audiences at the same time without audio or video communication with participants in the educational process. At the same time, as confirmed by experimental studies, users are encouraged to use applications with indicator buttons (“Yes”, “No”, “Confirm”, “Request pause”, “Raise hand”, “Applause”) The advantage of these buttons is that participants in the educational process feel involved in what is happening in the lesson. After pressing one of the buttons, for example, a message or a corresponding icon will appear in front of the student's image. .The use of the buttons must be described in the user manual. Thus, during the lesson, the teacher through the buttons learns the "atmosphere and mood" of the virtual audience.


ISSN 2690-9626 (online), Published by “Global Research Network LLC"
under Volume: 3 Issue: 11 in Nov-2022 https://grnjournals.us/index.php/AJSHR

As such, there are many different ways to digitize education, so there is no one-size-fits-all approach to delivering a high-quality webinar. Since the goals, objectives, content of the audience, the level of training are different, the organizer must have a number of methods for conducting and organizing webinars, which requires special training for teachers and other persons organizing the webinar. This topic deserves special consideration.

**REFERENCES:**


1. Хашимова Д.П., Парпиева Р.А. Замонавий таълимда рақамли технологиялардан фойдаланиш истиқболлари. Iqtisodiyot va innovatsion texnologiyalar ilmiy elektron jurnali. № 3, may-iyun, 2020 yil, 151-156
2. Анарбаева Ф. У., Қораев А. Ф. ТАЪЛИМ ЖАРАЁНИНИ РАҚАМЛАШТИРИШ. Environmental Education Research 2(7):6-9. Available from: https://www.researchgate.net/publication/361738577_TALIM_ZARAENINI_RAKAMLASTIRIS.
3. Махмудов А. Х., Анарбаева Ф. У. Рақамли таълимда педагогик технологияларни қўллаш имкониятлари //Development issues of innovative economy in the agriculturalsector. – 2021. – С. 476
4. Anarbayeva Fotima Urazaliyevna. Elektron ta‘lim metodikasining ahamiyati // ORIENSS.2021. No4. URL: https://cyberleninka.ru/article/n/elektron-ta-lim-metodikasining-ahamiyati
5. Anarbaeva, F. (2021). The importance of electronic education methodology. Current research journal of pedagogics, 2(06), 127–130. https://doi.org/10.37547/pedagogics-crjp-02-06-246.
6. Maxmudov A.X. Zamonaviy ta‘limni rivojlantirishda raqamli texnologiyalarning o rni //Academic research in educational sciences. 2021. NoNUU Conference 1. URL:https://cyberleninka.ru/article/n/zamonaviy-talimni-rivozhlantirishda-ra-amli-tehnologiyalarning-rni
7. Абдуллаева, Ш. А. (2019). Образование через всю жизнь: непрерывное образование в интересах устойчивого развития. In *Образование через всю жизнь: непрерывное образование в интересах устойчивого развития* (pp. 4-10).
8. Rustamova, N. R. (2014). Media education as development professional formation of the personality. In *European Conference on Education and Applied Psychology* (pp. 170-174).
9. Rustamova, N. R. (2014). Media, media of the theory and media-education. In *Innovations in education* (pp. 122-147).
10. Rustamova, N. R. (2022). Development of Socio-Cultural Competence. *Indonesian Journal of Innovation Studies*, *18*.
11. Абдуллаева, Ш. А., & Зайнитдинова, М. А. (2018). Совершенствование качества образования в системе переподготовки и повышения квалификации педагогических кадров. *Научный результат. Педагогика и психология образования*, *4*(3).
12. Лутфиллаев, М. Х., & Абдуллаева, Ш. А. (2019). Вопросы разработки и внедрения программного обеспечения педагогической диагностики (на примере высших учебных заведений республики Узбекистан). *Образовательные ресурсы и технологии*, (3 (28)).
13. Абдуллаева, Ш. А., & Хужаназарова, С. Ф. (2017). Организация работы по воспитанию толерантности в средних общеобразовательных школах. *Современное образование (Узбекистан)*, (7).




ISSN 2690-9626 (online), Published by "Global Research Network LLC"
under Volume: 3 Issue: 11 in Nov-2022 https://grnjournals.us/index.php/AJSHR

14. Садиков Санжар, Иқтисодиёт рақамлашса, демак ундан олдин таълим ушбу жараённи босиб ўтиши керак. https://uza.uz/uz/posts/i-tisodiyet-ra-amlashsa-demak-undan-oldin-talim-ushbu-zharaye-30-04-2020.
15. Нагаева И. А. Дистанционное обучение. Инновации в образовании. Саарбрюкен, Германия: LAMBERT Academic Publishing, 2011. - 168 с.
16. Рустамова, Н. (2022). Медиатаъсир контекстида талабаларда медиаменталитетнинг шаклланиш босқичлари, *Образование и инновационные исследования международный научно-методический журнал*, (1), 130-136.
17. Rustamova, N. R. (2019). Technology for the development of media culture of students of general secondary education (on the example of grades 7-9) Author's abstract of PhD dissertation, Tashkent.
18. Нагаева (Кузнецова) И. А. Организация системы управления заочным обучением с элементами дистанционных технологий. Повышение квалификации и подготовка кадров в образовании. Сборник научных трудов под ред. проф. Симонова В.П. (серия: Образование в XXI веке). Выпуск первый (№1-2010), Международая педагогическая академия, - М., 2010. -с. 38 - 41.



ISSN 2690-9626 (online), Published by "Global Research Network LLC"
under Volume: 3 Issue: 11 in Nov-2022 https://grnjournals.us/index.php/AJSHR