The Method of Using the Moodle Platform for the Organization of Teaching in Education (The Introduction of Distance Learning Technologies in the Educational Process)

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ABSTRACT: This article reveals the effectiveness of the mixed educational environment by analyzing the relationship between the characteristics of traditional learning, as well as the mechanisms of the learning management system – LMS) a widely used and recognized all over the world, a set of teaching methods, the Moodle platform, the positive aspects and details of the Moodle platform in contrast to traditional learning are indicated. This item presents the results of surveys conducted with the aim of referring to the experiments of students and teachers with Moodle. The main focus is on providing information about options, surveys and possible relative restoration of the function and privacy when using its functions Summary: The contribution is a longterm experience and analysis of the Moodle system. In addition, the analysis of the use of this platform during the COVID19 pandemic was carried out.

Introduction. The use of distance learning technologies in the organization of the educational process, the rapid receipt of new information in science ensures high efficiency. Virtual learning methods allow you to quickly get additional information on this issue. The introduction of distance learning technologies into the educational process and the study of methods of their effective use, as well as the creation of distance learning courses are one of the most important scientific and technical issues of our time. Based on the above, the use of Moodle in teaching for students of higher educational institutions, for teaching information technologies in medicine and information technologies in education processes is one of the key topics in the introduction of distance learning technologies in the educational process. The article describes the capabilities of the system (Learning Management Systems LMS) or virtual educational environments (Virtual Learning Environments VLE). Moodle is a tool environment for the development of both individual online courses and educational websites.

Research methods It should be noted that the use of Moodle in the training ' Information technologies in medicine and information technologies in education ' allows:

 The course element "Lecture" allows the teacher to arrange content and practical tasks (tests) in an interesting and flexible form. The teacher can use a linear lecture scheme consisting of a number of training pages or create a complex scheme that contains various paths or options for the student.

Results and discussions That organizes online training and online classes. This project was developed to spread sociocultural views on education.

Conclusion. The use of distance learning technologies and the creation of distance learning courses are of particular importance for improving the effectiveness of education. In particular, the study and implementation of effective methods for creating a distance learning system is an important aspect of achieving our goals.

Keywords: LMS, Moodle platform, questionnaire, COVID19 pandemic, distance learning.

Introduction

Subjects Information technologies in medicine and information technologies in Education Bukhara State Medical Institute for Pakistani and Indian students accepted under the MBBS program.

The use of distance learning technologies in the organization of the educational process, the rapid receipt of new information in science ensures high efficiency. Virtual learning methods allow you to quickly get additional information on this issue. The introduction of distance learning technologies into the educational process and the study of methods of their effective use, as well as the creation of distance learning courses are one of the most important scientific and technical issues of our time. Based on the above, the use of Moodle in teaching for students of higher educational institutions, for teaching information technologies in medicine and information technologies in education processes is one of the key topics in the introduction of distance learning technologies in the educational process. The article describes the capabilities of the system (Learning Management Systems LMS) or virtual educational environments (Virtual Learning Environments VLE). Moodle is a tool environment for the development of both

individual online courses and educational websites. . The project is based on the theory of social constructivism and its use for teaching Moodle, the advantages of the course elements and effective methods of teaching the subject. [156]

Education of a harmonious person and to give modern knowledge and education in the spirit of modern times, tolerance are the main ideas of national ideology and state policy. The implementation of this task, social life is in the focus of attention of state bodies, institutions and public associations. After all, the younger generation is not only our future, but also a participant in advanced ideas for solving current problems. [1612]

It is well known that the upbringing of a spiritually mature, welleducated, independent thinker and physical offspring is provided by a developed education system and qualified specialists. Information and communication technologies are one of the key industries in ensuring the socioeconomic development of the country. In particular, the use of information and communication technologies in the educational process dramatically increases its quality and efficiency. The entire legal, scientific, technical and organizational base for training, active implementation of information and communication technologies in the educational process is being created in the country. The introduction of elearning into the education system, including the use of Moodle when teaching information technologies to students in higher educational institutions and the separation of processes, is very effective in accelerating the introduction of new information into the educational process. In addition, the use of electronic resources in the teaching of natural sciences opens up great opportunities for students. In particular, it ensures the integrity and speed of learning. This also makes it possible to quickly get additional information on the topic under study. Therefore, the study of effective methods of using elearning courses in the educational process, the creation of elearning resources, is one of the most important scientific and technical issues. [136]

An important role in the formation of modern youth's worldview is: modern pedagogical technologies, programs with visual information as the main means of improving the effectiveness of the lesson;

➢ extensive use of the Internet and information technologies in the creation of web pages and websites;

➢ the ability to more accurately represent the image of a real object on the elements of multimedia media. The use of electronic multimedia or electronic models in medical universities will give effective results, thanks to which it will be easier for students to master, describe the processes occurring in the human body, and apply them in practical classes. Formation of scientific, theoretical, practical skills and their transfer to future generations, solving computer science problems, forming a culture of using software at the Bukhara State Medical Institute in order to use modern information technologies in teaching medicine and information technologies in education, as well as in the field of medicine in the future, when referring to secular sources related to the medical field, they should be able to study international research in the field of medical research and apply them in their life experience. [1, 5, 6, 8]

All these activities are aimed at introducing new pedagogical and information technologies into the education system of the republic, in particular in the field of higher education institutions, in higher educational institutions, as well as in medical universities, including eeducation, holding electronic forums, video conferences, creating electronic textbooks and teaching aids and their use in the educational process. [2, 4, 6]

The basis for the use of information and communication technologies in the educational process is the virtualization of the educational process in disciplines, the organization of multimedia and network systems. Currently, a large number of electronic educational resources have been created on subjects taught in many educational institutions. [1, 8, 13]

Research and methods. It should be noted that the use of Moodle in the training ' Information technologies in medicine and information technologies in education ' allows: The course element "Lecture" allows the teacher to arrange content and practical tasks (tests) in an interesting and flexible form. The teacher can use a linear lecture scheme consisting of a number of training pages or create a complex scheme that contains various paths or options for the student. In any case, to increase active interaction and control understanding, teachers can use various questions, such as" Multiple Choice", " For compliance "and"Short Answer". Depending on the answer chosen by the student and the strategy developed by the teacher, students can go to another page, return to the previous page or be redirected to a completely different path. The lecture can be evaluated, The grades are recorded in the evaluation log.

Lectures can be used

➢ For selfstudy of a new topic

➢ For scenarios or modeling/decisionmaking exercises

For different controls, with different sets of questions depending on the answers to the first questions. The view of the lecture selection window is shown in Figure 1.
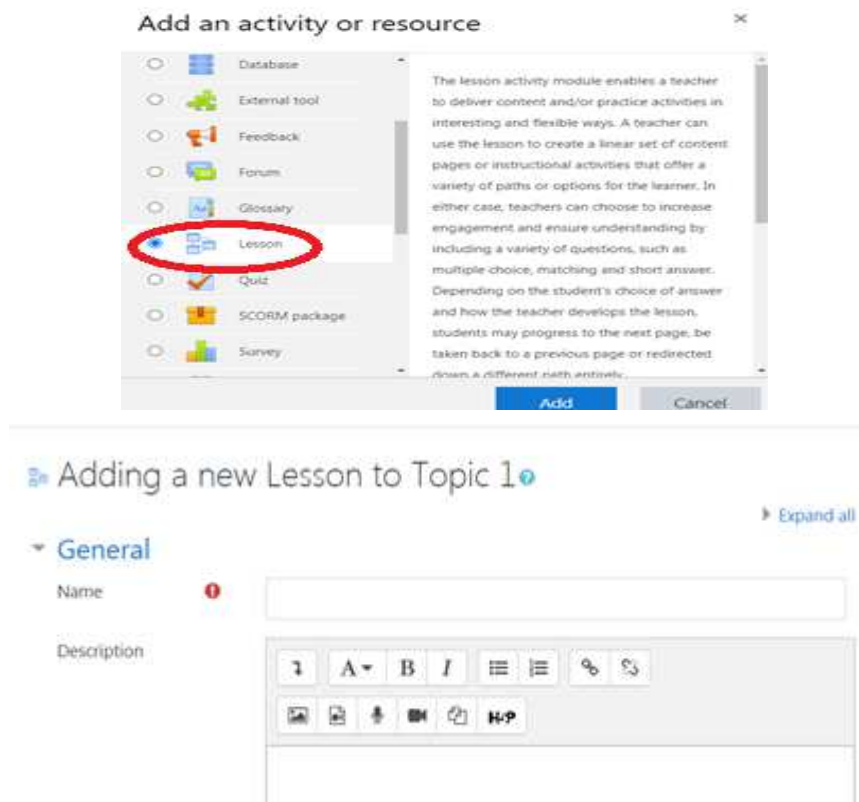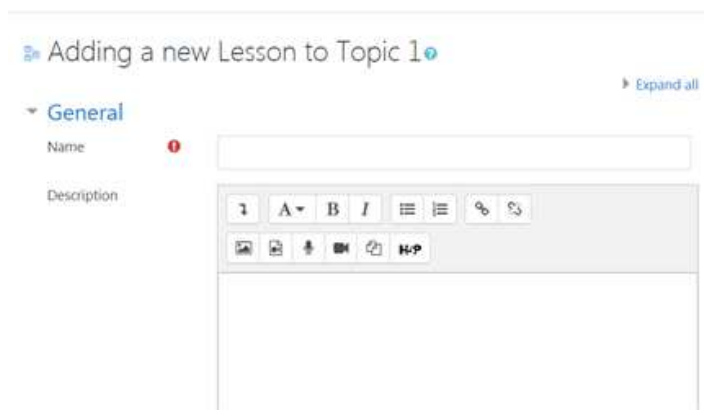
Figure 1

The Feedback module allows you to create your own questionnaires to collect feedback from participants using various types of questions, including multiple choice, yes/no or text input.

Feedback, if desired, can be anonymous, and the results can be shown to all participants or only to teachers. Any educational activity "Feedback" can be added on the main page of the site. In this case, unregistered users can fill out a questionnaire.

"Feedback" canbeused:

➢ To evaluate courses, helping to improve the content for subsequent participants.

➢ To give participants the opportunity to enroll in training modules, events, etc.

➢ To answer the guests about the choice of the course, the policy of the educational institution, etc.

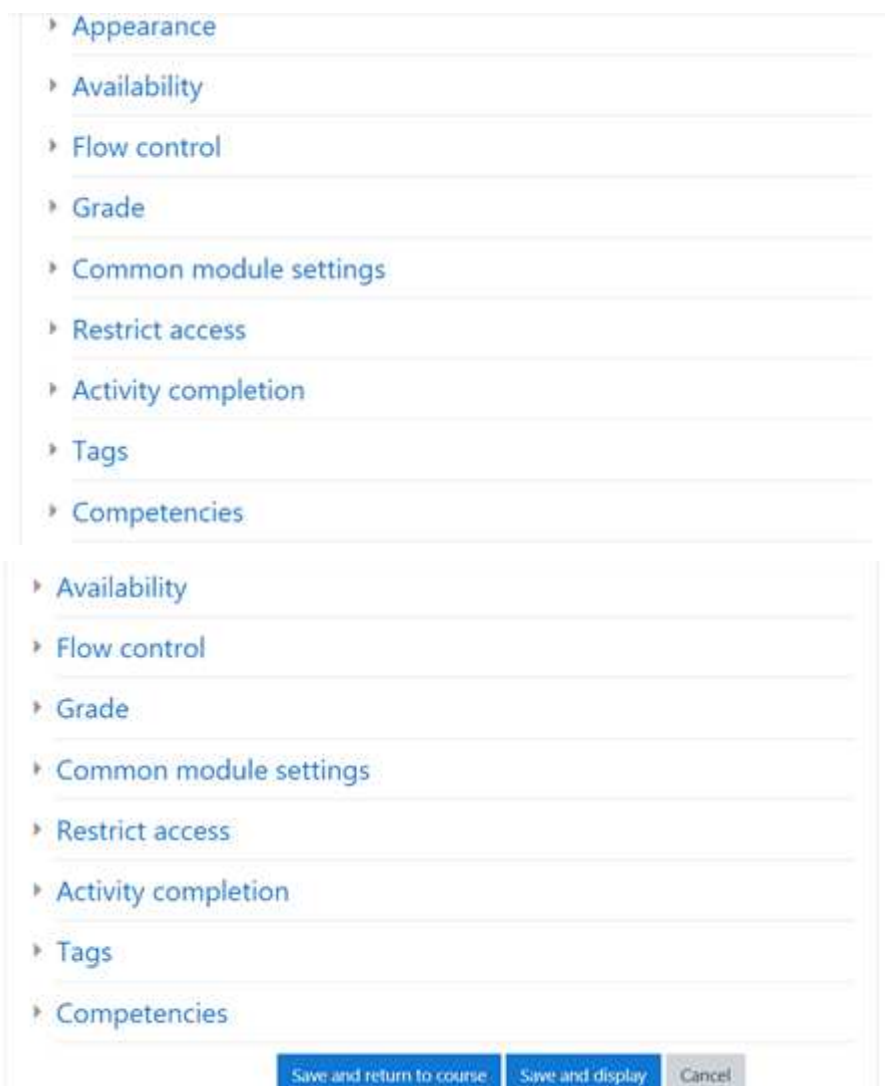The view of the Feedback window is shown in Figure 2.

Figure 2.

The learning element "Task" allows teachers to add communication tasks, collect student papers, evaluate them and provide feedback.

Students can send any digital content (files), such as Word documents, spreadsheets, images, audio or video files. Alternatively, or additionally, the teacher may require the student to enter his answer directly in a text editor. The "task" can also be used for offsite responses that are performed offline (for example, when creating art objects) and do not require digital representation.

When evaluating a task, the teacher can leave feedback in the form of comments, upload a file with the corrected student's answer or an audio review. The answers can be evaluated by scores, a custom rating scale, or "advanced" methods, such as rubrics. The final score is entered in the Rating Log. The view of the task window is shown in Figure 3.
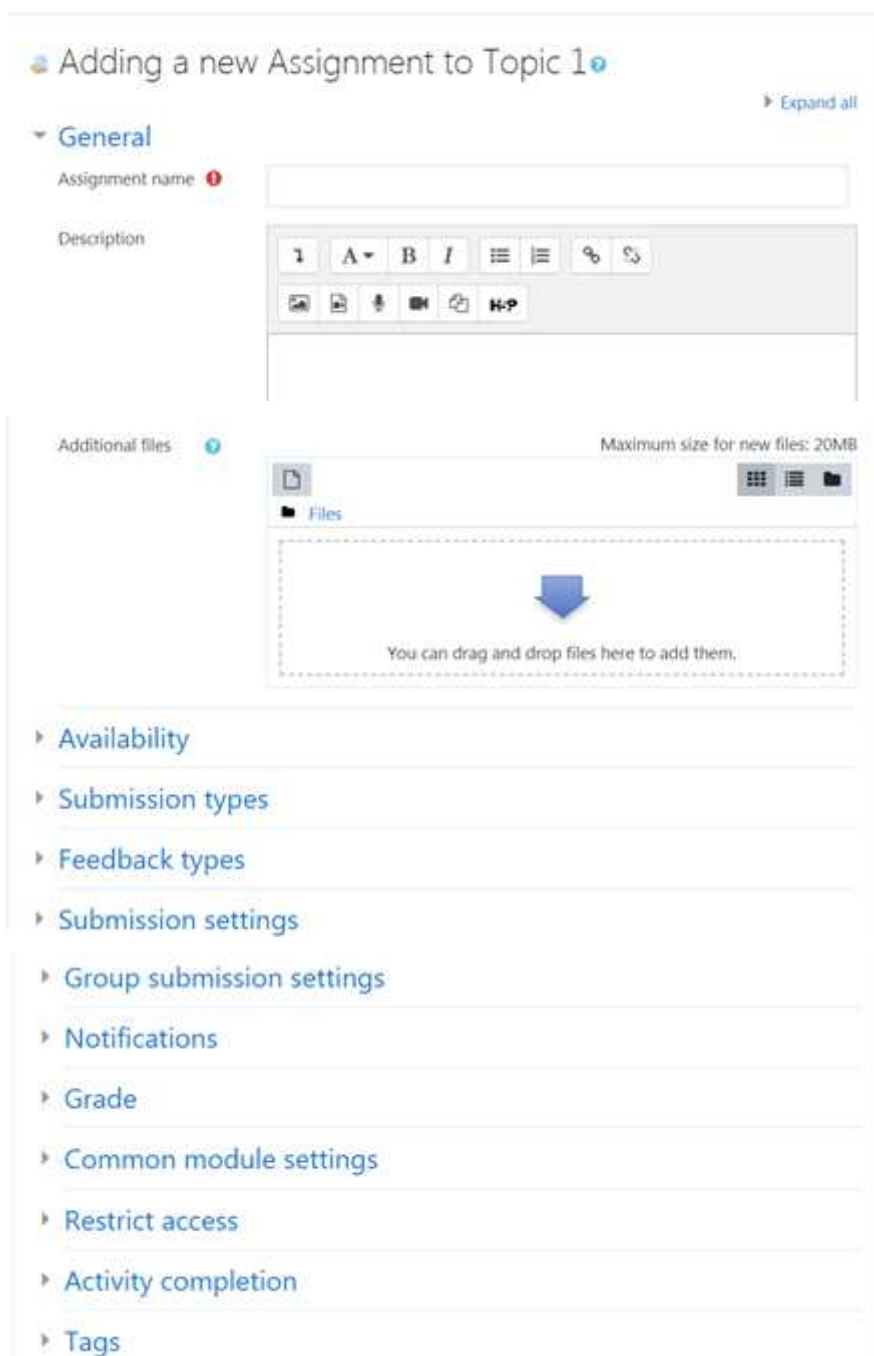
Figure 3

The module of the course element "External Application" allows students to interact with learning resources and course elements on other websites. For example, an external application can provide access to a new type of activity or training materials. To create the "External Application" element, you need a vendor application that supports LTI (Learning Tools Interoperability Interactive Learning Tools) . The teacher can create an external application for the course element or use an application configured by the site administrator.

The "External Application" course element differs from the "Hyperlink" resources in several ways:

➢ External applications are contextual, that is, they have access to information about the user who launched the application such as the organization, course, name.

➢ External applications support reading, updating, and deleting ratings associated with an application instance.

➢ The configuration of external applications creates a trust relationship between your site and the application provider, which ensures secure communication between them.

The appearance of the external application window is shown in Figure4. .

Figure4.

The Glossary module allows participants to create and maintain a list of definitions, similar to a dictionary, or to collect and organize resources and information.

The teacher can allow attaching files to glossary entries. The attached images are displayed in the record. Records can be searched and viewed alphabetically, by category, by date, or by author. Entries can be approved by default, or they must be approved by the teacher before they become available to everyone for viewing.

If an autolinking filter is enabled in the glossary, the entry will be automatically linked in the course with the word and / or phrase in which the term occurs.

The teacher can allow comments for entries. Entries can also be evaluated by teachers or students (equal assessment). The scores can be combined to form a final score, which is recorded in the score log.

Glossaries have many uses, such as

➢ joint bank of key terms.

➢ a dating space where new students add their name and personal data.

➢ resource"Useful tips" for the exchange of best practical experience.

➢ a common area for storing useful video, images and audio files a resource for checking facts that require memorization.

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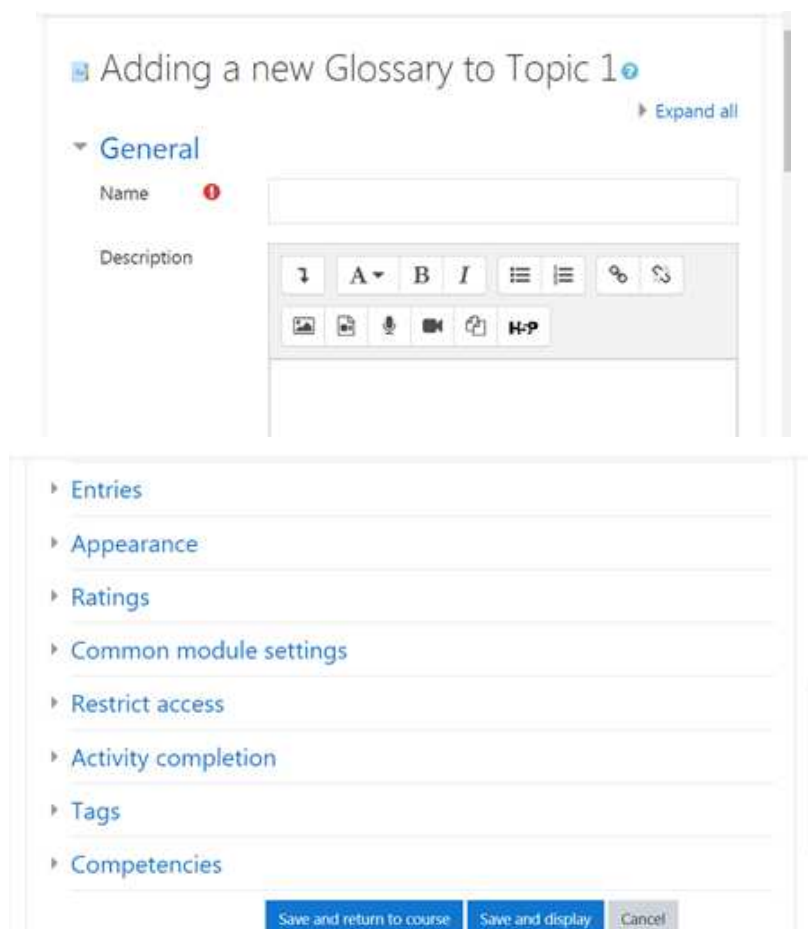The view of the glossary window is shown in Figure5,

Figure5

1. Independent work. Independent work plays an important role in improving the effectiveness of education. There are the following options for organizing independent work in the Moodle system (moodle. bsmi. uz):

➢ Lectures with theoretical materials;

➢ Exercises and workouts for work;

➢ Additional questions and comments.

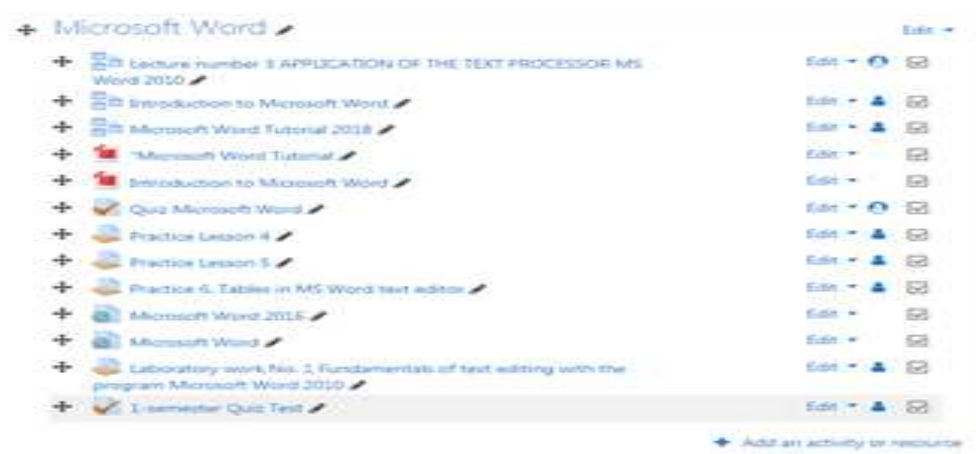The view of the Moodle course system window is shown in igure 6.

Figure 6.

2. Automation of the evaluation system. There are two types of rating systems that can be used in Moodle:

➢ Evaluation and rating. An example is an automated testing system.

➢ Evaluation of criteria. There is a "Workshop " element in Moodle that can be used to determine the level of development of each section.

3. Memorizing the learning process. The more electronic the learning process is, the more memorable its history and results will be.

Training sessions are usually held in the form of lectures, consultations, seminars, practical classes, laboratory work, control and independent work, and so on. The training technology is determined by many factors. From the point of view of managing the educational process, the choice of technology is carried out by the university teacher. In addition, the set of didactic tools chosen to achieve the learning goal depends on the form of training.

Distance learning includes the main forms of traditional organization of the educational process. Among them are lectures, seminars and practice , laboratory, laboratory practice, management systems, student research and independent work. The use of all these forms of student learning in higher educational institutions makes it easy to integrate students ' selfknowledge activities with various sources of information, quickly and systematically.

Differences in the choice and structure of lecture materials and methods of presentation are determined not only by the peculiarities of science, but also by the peculiarities in higher educational institutions. The method of teaching a lecture depends on the stages of studying the subject and the general training of students, as well as on the form of the lecture. Depending on the studied science and didactic tasks, it is possible to use problem lectures, lecturesvisualizations, lecturespress conferences, previously erroneous lectures and other forms of lectures.

Practical classes are designed for deep study of science. The classes will help them acquire the skills of understanding theoretical material, express their personal views and gain professional experience in higher educational institutions.

Results and discussion. Moodle (http://www. moodle. org) is an application that organizes online training and online classes. This project was developed to spread sociocultural views on education.

In a nutshell:

➢ New knowledge is extracted from previous knowledge and individual experience.

➢ The student explains to others more effectively what he is learning. Applying this point of view, you rely on the student's experience, which is the most effective way to assimilate the educational material you need. This method ensures that both the student and the student participate in the educational process as teachers. The teacher's function may change: instead of a source of knowledge, he becomes a " center of influence" and a model of classroom culture. The teacher should treat each student individually, depending on their learning needs.

Moodle is rather a hybrid approach, mainly suitable for teaching in the classical style. Moodle is good for creating multimedia websites. It works on computers with PHP and MySQL or PostgreSQL databases. The Moodle website provides free highquality support to users of the platform[18]

Moodle is a Content Management System (CMS), a website management tool, online tutorials and an operating system. Such elearning systems are often referred to as Management Education (LMS) or Virtual Learning Environments (VLE). Moodle is a resource repository designed not only for creating and managing online courses, but also for working with educational sites. The basis of the program is the study of the construction and functioning of social theory [26]

The view of the Moodle system window is shown in Figure 7.
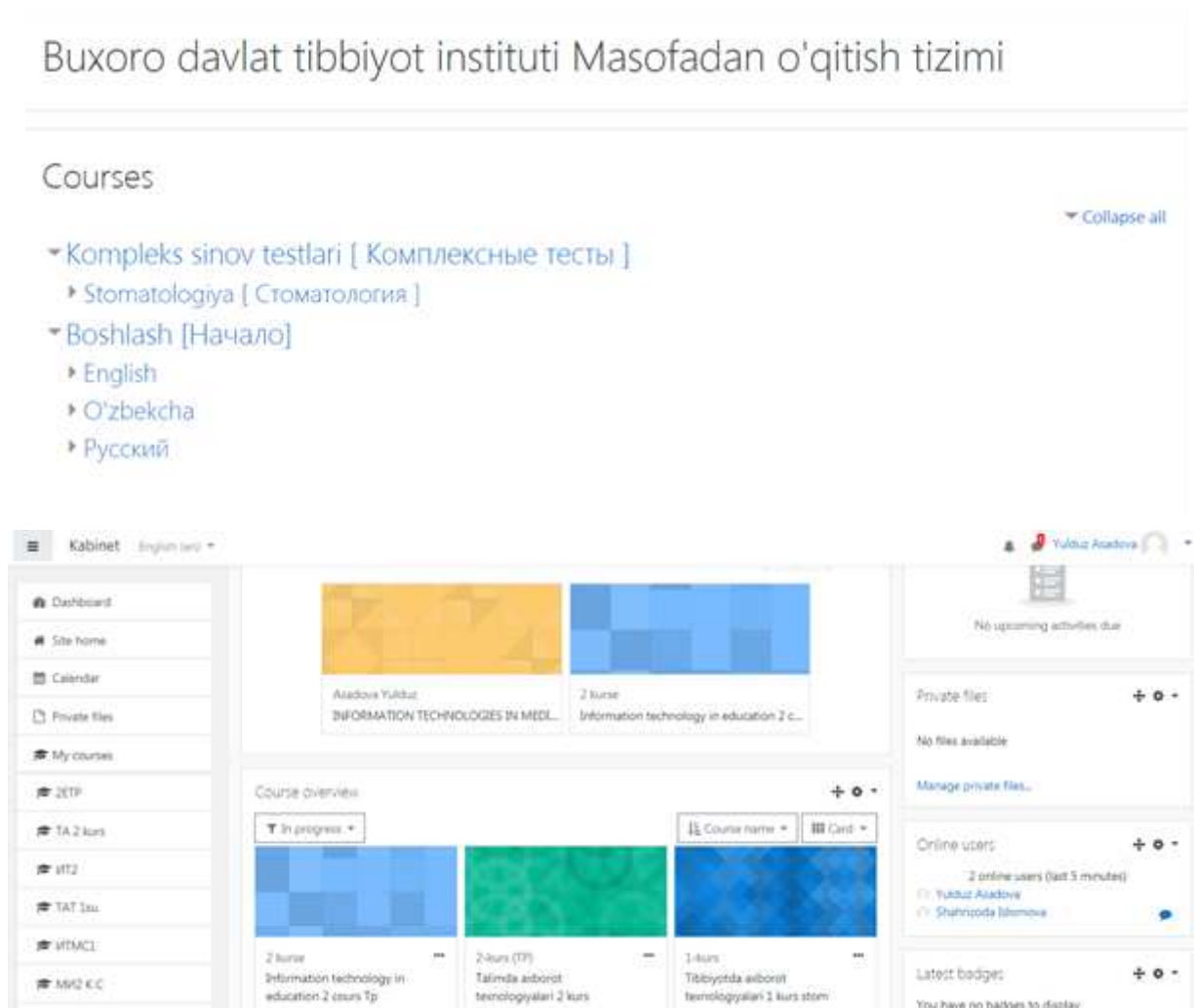
Figure 7.

Electronic educational platform of the Bukhara State Medical Institute.

The Moodle system provides a wide range of distance learning opportunities, as well as a wide range of training support comprehensive access to educational materials, quality control and general control. Currently, the Moodle system is supported by the largest universities in the world.

Moodle is a modular Objectoriented dynamic learning environment. Moodle works with operating systems supported by PHP, such as Unix, Linux, FreeBSD, Windows, Mac OS X, Netware and other modifications. The data is stored in MySQL and Postgre SQL databases. The latest version of Moodle is the global SDO Moodle Customer Association http:// www. moodle. org. download from the website.

The Moodle system includes a package of distance learning courses and software for website development.

The main features of the system are:

➢ The system was developed taking into account modern pedagogical achievements and the emphasis on cooperation between students.

➢ It can be used for both distance learning and fulltime training.

➢ It has a simple and efficient web interface.

➢ The design has a modular structure and is easily modified.

➢ Provides full localization of plugin language packs

➢ Students can edit their own accounts, add photos, and change many of their personal data and details. Each user can specify their own local time. At the same time, all the dates in the system are transmitted to him according to local time (forums, message deadlines, etc.).

➢ Various course content is supported: "calendar", "forum", " thematic".

➢ Each course can be additionally protected by a code word.

➢ Developers of modules for Chat, Survey, Forum, Glossary, Workbook, Lesson, Test, Questionnaire,

➢ Scorm, Survey, Wiki, Seminar, Resource (text or Web page or catalog) There is a rich collection

➢ Changes in the course after the user's last login can be displayed on the first page of the course.

➢ Almost all typed texts (resources, forum posts, notebooks) can be edited using the WYSIWYG Rich Text editor.

➢ All assessments (forums, workbooks, tests and homework) can be collected on one page (or as a file).

➢ You can get a full report (last entry, read time, messages, notebooks) on logging in and working with tables and details of various modules.

➢ Email can be sent messages, forums and teacher comments and comments can be sent.

Currently, distance learning technologies are widely used in the educational process. The systematic introduction of distance learning technologies is important for improving the effectiveness of further education. For the systematic introduction of distance learning technologies into the educational process, first of all, it is necessary to define goals and objectives, choose appropriate methods and tools, implement the tasks set, analyze the results achieved and eliminate gaps. We will consider these steps as an example of implementing Moodle in the learning process. The process of selecting appropriate methods and tools will be based on the following aspects of the implemented system:

Pedagogical capabilities of the system: The Moodle system allows you to effectively organize the educational process based on traditional pedagogical approaches.

Growth rates: The Moodle system is actively developing and improving both from the point of view of the pedagogical structure and management.

➢ prevalence, scope and scope of the system

➢ prevalence, scope and scope of the system.

The ability to interact with other systems: extensive Moodle capabilities for external users (external MB, CAS server, First class server, IMAP server, LDAP server, NNTP server, PAM, POP3 server, RADIUS server, Shibboleth, NTLM) There are various mechanisms for registering recipients (internal registration, Authorize. net Payment Gateway, IMS Enterprise, LDAP, Paypal).

When implementing the tasks defined at the first stage, they are performed and formed as a system of interrelated data. The independent development of the Moodle platform, an automated system for evaluating and storing the educational process as an interconnected system, is automatically implemented.

Systematic implementation of the Moodle system in the educational process will help to make education more effective. The Moodle system is developed with the help of modern pedagogy and cooperation between students and teachers, and it has many tools for organizing the educational process.

To establish the distance, the following steps of the training system are taken:
1. Selection of scientific resources.
2. Conclusion of contracts for the right to use and process resources.
3. Developing a list of content and concepts.
4. Creating a section for processing and helping texts in sections (modules).
5. Electronic implementation of hypertext.
6. Development of computer support.
7. Selecting the material to transfer it to multimedia objects.

8. Preparation of the material for visualization.

The elements of the distance learning course created in the Moodle system on the topic "Information Technologies in Medicine and information technologies in Education" of the Bukhara State Medical Institute for Pakistani and Indian students accepted under the MBBS program include:

Lessons. The theoretical materials are divided into several parts, each section contains questions on the topic. Each section is considered mastered only after the correct answer to the questions and moving to the next section.

Forums. There is a discussion of the course participants and teachers.

Glossaries. There is a dictionary of terms and concepts used in the course.

Resources. The course uses various materials.

Choice. This is a simple tool, with questions containing several possible answers.

Appointments. Assignments on the topic are published, and the answers to them are published in electronic form.

Tests (Quizzes). There are different types of tests questions.

The test module. The teacher can create a database containing questions for repeated use in the web interface for several tests:
- ➢ tests are automatically evaluated (questions can be reevaluated if the value is changed);
- ➢ tests may have a limited time frame;
- ➢ the tests can be conducted several times at the teacher's choice,
- ➢ Answers or correct answers can be specified;
- ➢ questions can include HTML text and images;
- ➢ questions related to the choice of answer options may have one or more correct answers;
- ➢ It is supported to answer the question with words or sentences;
- ➢ alternative (alternative) responses are supported (true / false).

The view of the appearance of test questions in the coursewindow is shown inFigure 8.
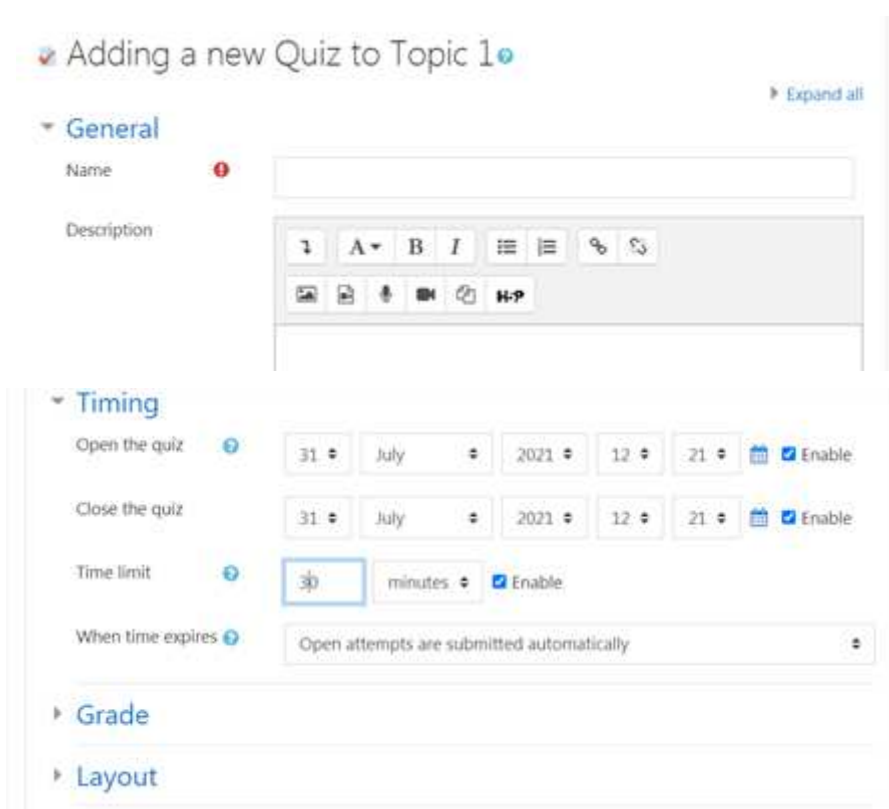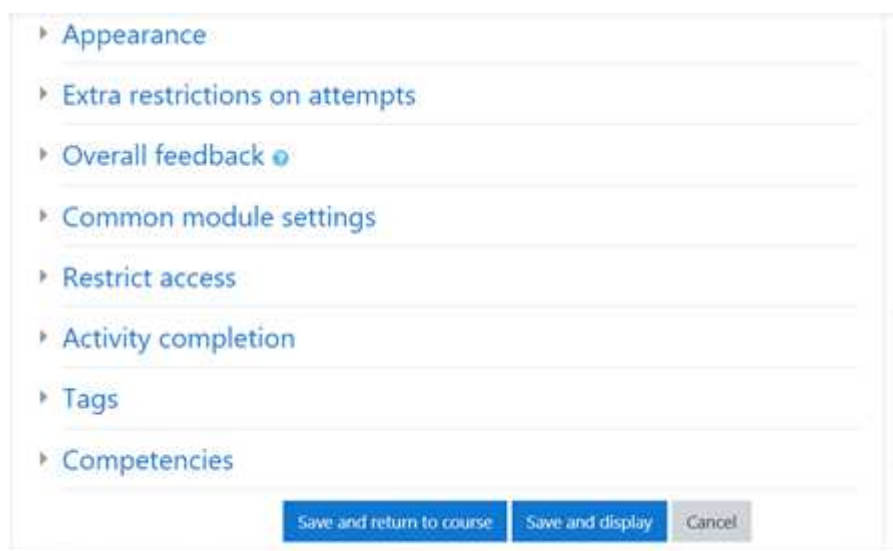
Figure 8.

The Add Action dropdown list is used in edit mode to add each course element.

RealTime Tests. Realtime tests are published, questions are displayed in real time and are performed with the permission of the teacher. The next question will not be passed until each question is completed.

In addition, the following Moodle modules are included in the course:

The Forum module allows participants to communicate asynchronously, i. e. for a long time.

There are several types of forums to choose from, such as a standard forum where everyone can start a new discussion at any time; a forum where each student can start one discussion, or a Questionandanswer forum where students must first respond to a post before they can see the answers of other students. The teacher can allow you to attach files to messages on the forum. The attached images are displayed in the forum message.

Members can subscribe to the forum to receive notifications about new forum posts. The teacher can set the following subscription modes: voluntary, compulsory, automatic, or completely prohibit subscriptions. If necessary, students may be prohibited from posting more than a specified number of messages on the forum for a certain period of time.

Forum posts can be evaluated by teachers or students (equal assessment). The scores can be combined to form a final score, which is recorded in the score log.

Forums have many uses, such as:

➢ a space for students to communicate so that they get to know each other.

➢ course announcements (a news forum with a forced subscription).

➢ discussions about the course content or reading materials.

➢ continuation of the discussion that was started earlier during a personal meeting.

➢ a space for teachers to communicate (using a hidden forum).

➢ a help center where teachers and students can give advice.

➢ individual student support (via a forum with individual groups and with one student in a group).

➢ for additional activities, for example, "puzzles" for students or "brainstorming" for thinking about and suggesting solutions.

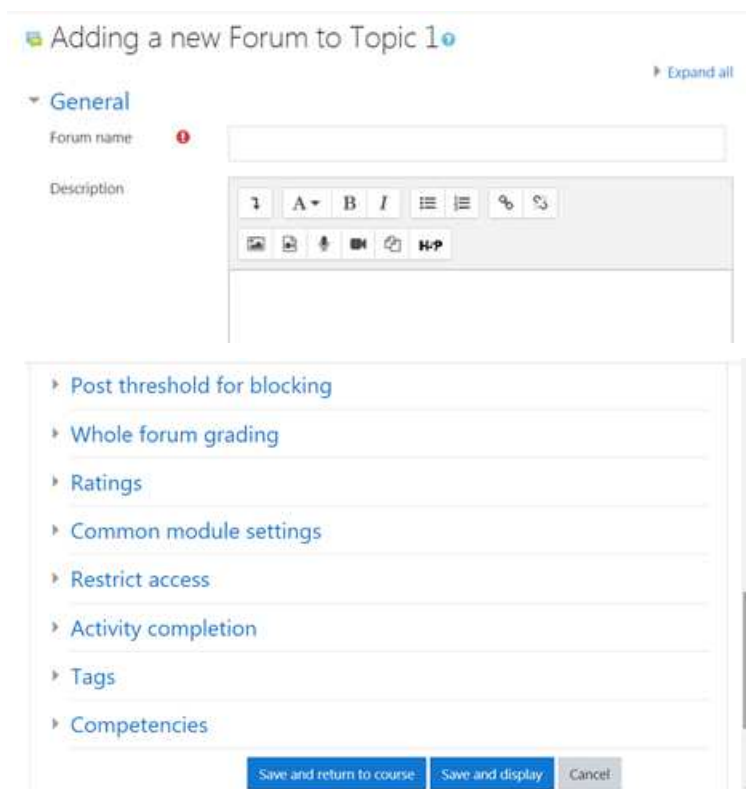**The Forum module is shown in Figure9**

Figure9

The course element "Test" allows the teacher to create tests consisting of different types of questions: Multiple Choice, True/False, Matching, Short Answer, Numerical.

You can create a test with several attempts, with shuffling questions or random questions selected from the question bank. A time limit can be set.

Each attempt is evaluated automatically, except for the Essay questions, and the score is recorded in the evaluation log.

You can choose whether there will be hints, feedback and correct answers and when they will be shown to students.

Tests can be used
- In the course exams
- As mini tests for the tasks read or at the end of the topic
- In the final exam, using questions from the intermediate exams
- To provide immediate feedback on the work
- For self assessment

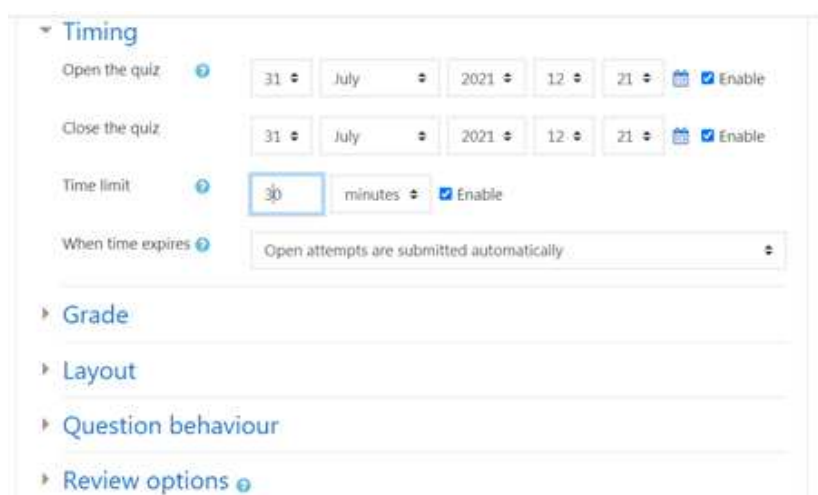**The course element "Test" is shown in Figure10.**
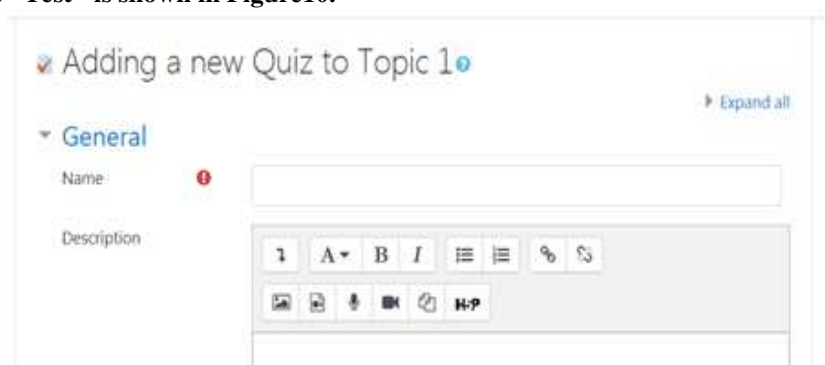
Figure10

Module for adaptive testing of quiz ports. The forms and methods in the system of pedagogical technologies allow the student to effectively study independently.

This is a systemfriendly and easytoread training for personnel, whose initial training structure can be immediately transferred to further training. It provides tasks and exercises based on the examiner's knowledge, and quickly evaluates the knowledge of students or employees.

In the Western literature, adaptive testing is defined in three different ways. The first one is called pyramid testing. After the initial questions, students are asked moderate and difficult questions, followed by easy and difficult questions. Each step is used to divide the weight of the questions into a rule. The second option (flexi level) is given by various initial control questions corresponding to the degree level, and then the degree is closer to the actual level of knowledge. The third option (stradaptive, stratified adaptive) is when students take test tasks in a bank of questions, when their knowledge is weighted. If the student answers correctly, he will go to the next level.

The main advantage of this module is that it works easily when interacting with other test formats. The principle of working with the rest is to record the weight of the questions in the central adaptive testing. The sequence of the working principle of the Quiz Test moduleis shown in Figure11.
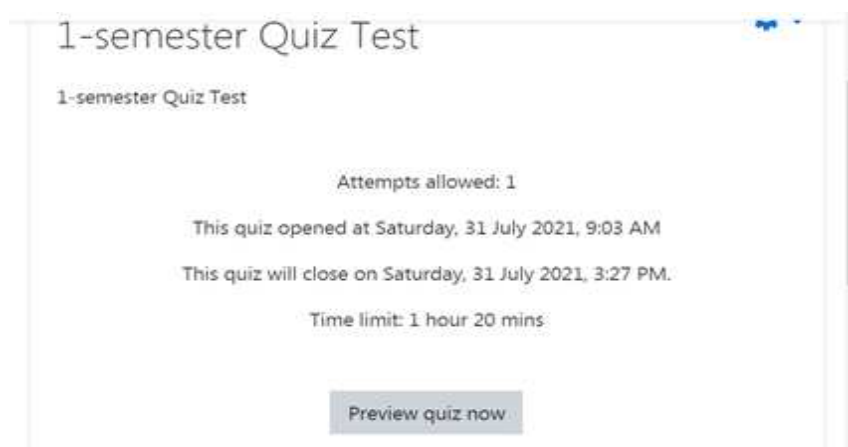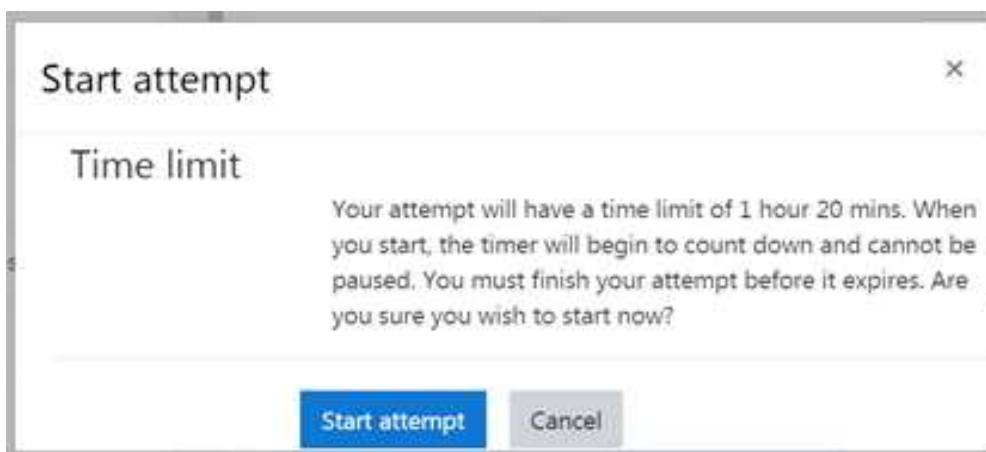
Figure 11

Once the Quiz Test package is installed and configured, exit the admin panel and click on the user or teacher mode to add a course. In this section, select Quiz Test, download and export your queries from the format. The View of the Quiz Test module embedded in the courseis shown in Figure12.
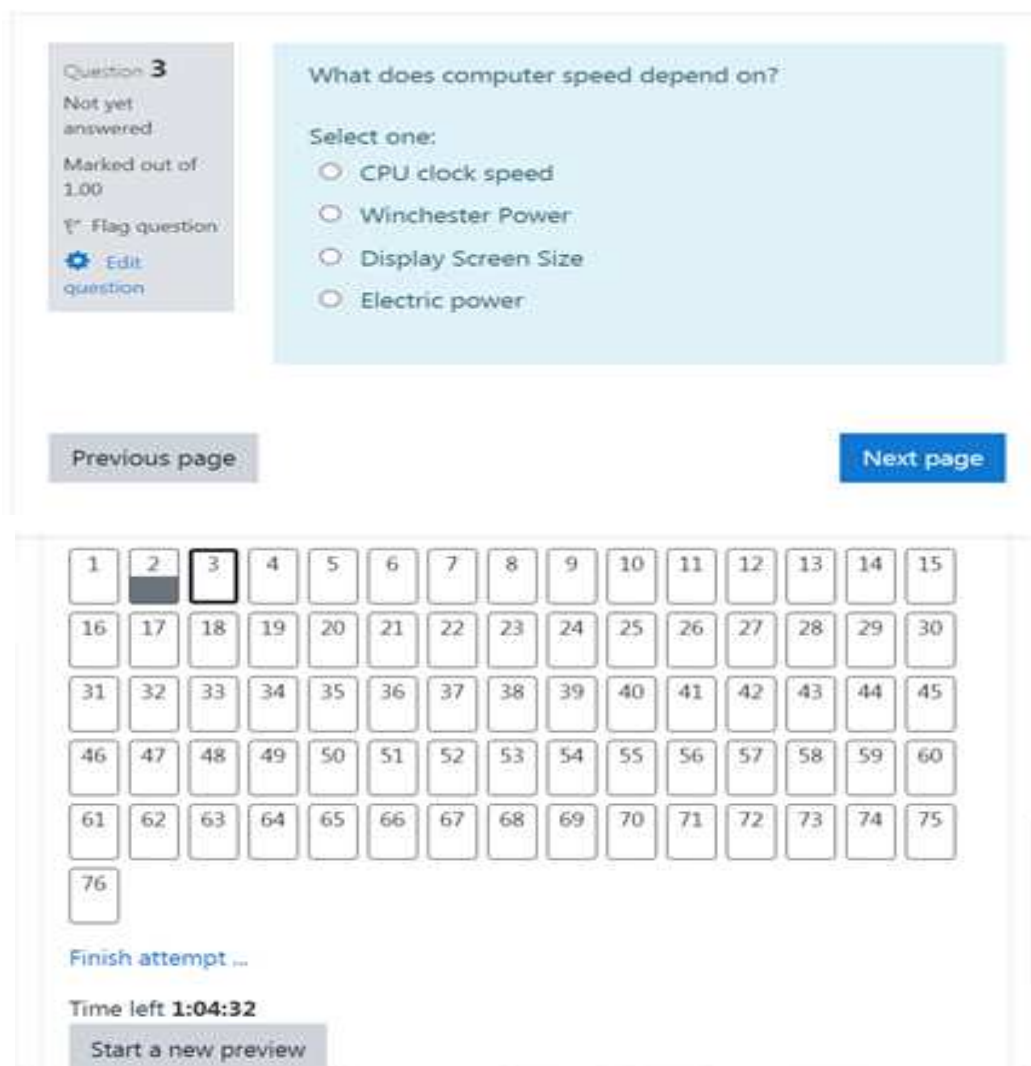

Figure 12

Conclusion. The use of distance learning technologies and the creation of distance learning courses are of particular importance for improving the effectiveness of education. In particular, the study and implementation of effective methods for creating a distance learning system is an important aspect of achieving our goals.

The article analyzes the requirements for distance learning courses, the stages of using the Moodle system in teaching students. Information Technologies in Medicine and Information Technologies in Education Bukhara State Medical Institute for Pakistan and Indian students accepted under the MBBS program, conceptual foundations for creating distance learning courses.

The possibilities and key features of the Moodle platform in the management of distance learning were considered, as well as the importance of the structure and implementation of the Moodle CMS system in the learning process was considered.

The system of distance learning courses allows students or users to quickly and independently acquire knowledge in a timely manner, regardless of location and distance.

To date, a number of educational institutions in our country have been strengthened with a technical base, including newgeneration computer equipment, as well as their access to the Internet and electronic communications. All this is aimed at the introduction of new pedagogical and information technologies in educational institutions of the republic to improve the effectiveness of the content of education, the use of new interactive methods and tools in the curriculum, including distance learning, computerized conferences, the creation of electronic textbooks and their application in the educational process.

Development and implementation of modern educational technologies in the higher education system in accordance with the educational goals of the country and in order to develop and implement this process, the regulatory framework is gradually developing.

Foreign experience in the development of electronic educational environments shows that the standardization of electronic educational environments is relevant for the development and implementation of the basic requirements for the organization of the educational process in our country. It should be taken into account, as well as its compatibility, flexibility, longterm use, practical and economic feasibility.

The use of elearning resources in the learning process is reflected in the following:

➢ the student can independently plan their activities;

➢ the ability to work in the information space, that is, he chooses subject information and has the skills of independent search activity;

➢ effectively organizes activities with the final result;

➢ analytical skills – sorting of the received information and its adequate use for this issue;

➢ be able to present the results of activities using various information technologies.

The use of information and innovative technologies in the education system increases the efficiency of the educational process, increases the ability of students to work on themselves, strengthen their knowledge and use it in practice.

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