

Using the Moodle Platform for Organizing Training in Education (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 long-term experience and analysis of the Moodle system. In addition, the analysis of the use of this platform during the COVID-19 pandemic was carried out.

Keywords: LMS, Moodle platform, questionnaire, COVID-19 pandemic, distance learning

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.

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.[1-6-8]

It is well known that the upbringing of a spiritually mature, well-educated, 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 socio-economic 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 e-learning 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 e-learning courses in the educational process, the creation of e-learning resources, is one of the most important scientific and technical issues. [1-3-6]

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

ISSN 27924025 (online), Published under Volume: 1 Issue: 4 in September 2021

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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]

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 e-education, 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]

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 self-study of a new topic
- For scenarios or modeling/decision-making exercises

For different controls, with different sets of questions depending on the answers to the first questions.

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" can be used:

- 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 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 off-site 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 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:

ISSN 27924025 (online), Published under Volume: 1 Issue: 4 in September 2021

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- 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 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 auto-linking 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.

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.

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 ' self-knowledge 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, lectures-visualizations, lectures-press 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 socio-cultural 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 high-quality support to users of the platform [1-8]

Moodle is a Content Management System (CMS), a website management tool, online tutorials and an operating system. Such e-learning 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 [2-6]

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
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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.

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.

To date, a number of educational institutions in our country have been strengthened with a technical base, including new-generation 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.

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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