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Shomurodov Sherali Shukhratovich

THE IMPACT OF DATA ANALYSIS ON THE ORGANIZATION OF THE EDUCATIONAL PROCESS IN DISTANCE LEARNING CONDITIONS

Abstract: The article provides brief information about the role of independent learning in distance education, the technology of forming independent creative activity and independent thinking using the project method, the history of the project method, the technology of its application in the distance learning process, and the types of projects**.**

Keywords: coverage of higher education, distance education, project method, scientific, creative, independent learning.

In the Address of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis on December 29, 2020 [1] and in the Concept for the Development of the Higher Education System of Uzbekistan until 2030 [2], one of the priority tasks to be implemented in the field of higher education is to raise the coverage of graduates with higher education to the level of developed countries. While the coverage rate in the higher education sector in Uzbekistan was 17% in 1991, it had decreased to 11% by 2011 and remained at that level until 2017. As a result of systematic reforms in the field of higher education carried out over the past three years, this figure reached 20% in 2020, is planned to reach 25% in 2021, and 50-60% by 2030. However, currently, the coverage of higher education is 40% in neighboring Kazakhstan, 49% in Kyrgyzstan, and 75% in Russia. In some developed European countries and South Korea, this figure is 90-94%. Bringing the coverage and quality of higher education to the level of developed countries requires a large amount of budgetary expenditure. Therefore, organizing distance education based on the individualization of educational processes through digital technologies is considered one of the main solutions to this urgent problem in the higher education system of Uzbekistan.

Extensive use of self-development and self-assessment technology in distance education yields good results. This requires the use of several innovative pedagogical technologies aimed at developing students' independent creative and scientific competencies. One such technology is the project method.

The project method is often understood as any creative and practical activity. This method develops a sense of independence and responsibility in students, teaches them a culture of mutual respect and equal communication with their peers. In practice, the project method began to be used even before the publication of V. Kilpatrick's article "The Project Method" (1918). This method has been widely used, especially in subjects of practical importance, as the most effective method. In the USA, it has firmly taken root in educational institutions where the ideas of constructivism, problem-based learning, and research methods are implemented. In Russia, the project method has been used since 1905. A small group led by the educator S.T. Shatsky promoted this method. During the Soviet era, it was widely used in schools by N.K. Krupskaya. Today, the project method is the most widely spread pedagogical technology in the world and is widely used in the educational process in the USA, Russia, England, Belgium, Israel, Finland, Germany, Italy, Brazil, the Netherlands, and many other developed countries.

Projects can be in various forms such as:

Research Projects: Such projects have a well-thought-out structure with a clear purpose indicated, ensuring the relevance of the research subject for all participants, social significance, the number of methods, including experiments, and methods for processing the results. They fully adhere to the logic of research and, in terms of structure, almost or completely correspond to genuine scientific research work. The following stages are required to be carried out in these projects:

Creative Projects: It is known that any project requires a creative approach. When determining the type of project, the dominant, i.e., the most prominent features, must be taken into account. Creative projects involve the formalization of results accordingly. Such projects do not require a detailed structure with the analysis of each element in the joint activities of the project participants; the main focus is on the final result and adheres to the logic of group activity. In this case, the planned result and the method of its presentation are agreed upon. Therefore, the formalization of project results requires a precise, well-thought-out structure.

Role-playing and Game-based Projects: The specific structure of such projects is roughly determined at the beginning and remains open until the end of the project. Participants take on certain roles according to the content and nature of the project. There may be problem situations that entail work or social relationships corresponding to the project's problem. The outcome of such projects is either determined at the beginning or formed during the course of the project.

Practical Projects: In these projects, the result of the student's activity is clearly defined at the beginning of the project. The determination of the project outcome necessarily takes into account the student's social interests and preferences. Such projects have a well-thought-out structure, in which the function of each participant is specified, and the scenario of all participants' activities is outlined.

Information Projects: This type of project is aimed at a wide audience and is carried out by collecting information about a specific object or event, introducing this information to project participants, analyzing, and synthesizing it to create a secondary text. Similar to research projects, information projects have a well-thought-out structure and require the possibility of systematic adjustments during the project activity. The structure of such a project can be determined as follows.

Mono Projects: Typically, such projects are organized within the scope of a single subject. For this, the most complex section or topic of the subject is chosen, and the project is implemented over several sessions. Of course, working on a mono project also involves utilizing knowledge acquired from other subjects. In this case, along with clearly defining the project's purpose and tasks, the knowledge and skills that students need to acquire as a result of the project are also planned.

Interdisciplinary Projects: These projects are usually carried out outside of regular class time. They can either be a relatively simple project covering several subjects or a more complex project aimed at solving a specific issue within the framework of a general educational institution. However, the result of the project must be significant for all participants. Such projects require highly skilled coordination by specialists.

Hidden Coordination Projects: In these projects, the coordinator is unable to participate in the network or the activities of the group participants according to their function. They participate as an equal member of the project. In such cases, the coordinator is either a specialist in a specific field (e.g., writer, lawyer, engineer, ecologist, doctor, etc.) or a teacher-coordinator with comprehensive knowledge.

In conclusion, the use of the project method in distance education requires the development of students' creative thinking abilities and skills for finding solutions to unconventional problem situations. This approach leads to the formation of these competencies and is considered an innovative pedagogical technology that meets the requirements of modern education and training.

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