Turkish Online Journal of Qualitative Inquiry (TOJQI)

Volume 12, Issue 4, June 2021: 1439-1449

Theoretical and didactic bases of distance learning in Japanese and Uzbek education

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Annotation.

Distance learning is becoming more and more important in today's education system, and as a result of the development of telecommunication technologies and the Internet, the demand for distance learning from traditional learning is growing. The pandemic, in particular, has accelerated the process. The article analyzes the world experience of distance learning on the example of Japan and the importance of distance learning in the education system of Uzbekistan during the pandemic. Today's era of information technology and telecommunications and the education system are also shaped by the demands of that era. To date, online education has been introduced in all countries. The article focuses on what distance learning is, its advantages and disadvantages, and its advantages over traditional teaching. There is enough information about what the distance learning system is, the distance learning models and their types, the remote audience. The article discusses the basic principles of distance learning and the concept of "University in the Air", which is a term for higher education.

Keywords. Distance learning, distance learning system, distance learning models, consortium, remote audiences, projects, e-learning, modular learning system, "University in the Air", the principle of availability, the principle of distance, principle of openness, principle of consciousness and activity.

Introdaction

The advent of Internet technology has changed the centuries-old tradition. This was evident in the exchange of regular correspondence by e-mail and in libraries by websites. Now the traditional forms of education have been replaced by distance learning elements. The introduction of modern information and communication technologies in the educational process has led to the creation of a new form of teaching - distance learning - in addition to traditional teaching methods. In distance learning, students and teachers communicate through indirect communication through specially designed courses, forms of supervision, electronic communication and other technologies of the Internet. Pre-taped video lectures allow students to listen and watch lectures, while facsimile communication, messages, and the rapid exchange of assignments over the network allow students to teach through

feedback. Based on the above, here are some descriptions and definitions of terms that are currently being repeated in the educational process.

Distance learning (DL) is a type of education that uses information technology because the teacher and the student are separated by distance or time. There are several models of this type of education, which differ in the circumstances that led to the organization of distance learning: geographical reasons (country area, the presence of geographically remote regions), the level of computerization and informatization of the country, the level of transport and communications, The availability of specialists for distance learning, the level of use of information and communication technologies in education is important.

Distance education is a set of educational services based on the means of distance learning, which provides educational services to all segments of the population and foreign students using a special information environment. Distance learning is an education system based on new information technologies, telecommunication technologies and technical means. It is a system that requires the learner to practice more independently, providing the learner with learning conditions and communication with the teacher based on certain standards and educational rules. This allows the learning process to be in a convenient place and time for the learner. Distance learning is a form of education based on information and telecommunication technologies, such as distance and full-time education, which includes the best traditional and innovative methods, teaching aids and forms.

What is distance learning?

Distance learning does not involve personal communication with the teacher or teacher peers. Students study independently at home, and learning is individual and varies depending on each individual student and their availability, speed and timeline. Distance learning actually relies on the educational tools of online learning and therefore there is confusion between the two. It is also possible to study with online distance learning. In this sense, distance learning is part of online learning. Because distance education is located at a distance, it has the ability to connect students to universities around the world, making it more convenient for students from different countries. It is also known to be cheaper, which is another factor that helps make education more accessible to many students around the world and at different socioeconomic levels[1].[1]

In particular, some matters of distance education should be evaluated with stressing interaction between individual, society, and technology. Those subjects could be classified the group as a unit of social analysis, the control of society as a function of education, and the technology as a determinant both of them.

The first matter in this analysis we evaluate is that the participants of distance education constitute a social group. They are gathering round certain aims. Being together is enough condition for talking about group concept in sociology. However, it should be discussed what kind of groups and groups' effects we are talking about. Distance education is usually defined as not a face-to-face educational way; but this is quite old definition. New technologies give opportunity to people to see their faces even they are not in the same room. Not all members of the group share same actual residence. Students and teachers are not in same place. Their group is imaginary, therefore it has different construction. Direct communication is not supplied. The communication has been established by way of technological tools. Then, many components never have been produced or transferred since the limitation of technology. Some behaviors of people's in-groups are limited. In reality, participants are alone in this kind of group.

Whereas, some researches in social psychology show those together actions are more advantageous than single action. The members of face to face group actions encourage each other just because of being same place (Stang, 1981, p. 302-306). The performance of individual is increased if any person watches him. However, it is possible for individual to be discouraged by being under group pressure. The free will and capabilities of individual can not be reflected to his behavior because of group effects. Any natural surroundings created by himself should be the best place to act freely.

The second matter is that educational control has not been constructed formally yet. The problem of not being together in the same residence makes very hard to control the people. Therefore, separated behaviors and attitudes may be developed. For example, there would be no formal clothes to signalize political thoughts (it is very important matter in Turkey nowadays).[2][2]

Distance learning system is a system based on the conditions of distance learning. Today, as a result of the proliferation of information technologies and information resources, new types and forms of education have emerged, and their effective use is becoming a requirement of today. The National Training Program and the Law of the Republic of Uzbekistan "On Education" ZRU-637 23.09.2020 [3] also impose the same responsibility on us.

Uzbekistan, like other countries of the Commonwealth of Independent States, is making great efforts to bring its education to world standards. The large area of our country and the presence of geographically remote regions are the main reasons for the development of e-learning, which leads to its great importance.

However, distance education is not a new way of teaching. It can be traced back to as early as the 18th century. Its evolution and progression over the last 300 years run parallel with innovations in communications technology, and distance learning continues to grow in popularity. Distance education was common beginning in the late 1800s, but its rapid growth began in the late 1990s with the advance of the online technical revolution. It is far from a new phenomenon, but it continues to reach new heights as the developments in technology advance. This article details the evolution of distance education beginning with correspondence and the use of parcel post, to radio, then to television, and fi nally to online education. While there is a growing body of research on online education, the fi eld’s evolution has unsettled earlier fi ndings and posed new areas of investigation. It is necessary to investigate and understand the progression and advancements in educational technology and the variety of methods used to deliver knowledge in order to improve the quality of education we provide today[3].[4]

Today, the computerization of education and production and the development of information technology in these areas is a topical issue. The first step in solving this problem was the establishment of the Tashkent University of Information Technology in 2002. Since this year, the university has been training specialists in the field of computers and communications, radio and information networks, software and e-commerce. These and other higher education institutions are creating many new programs and e-books in the field of education.

"Online is a big, important field in higher education, but it does not have a business model that works," said Gerald A. Heeger, dean of Continuing and Professional Studies at NYU, who is directing the university's new online enterprise[4].[5]

At the same time, the US Department of State's Bureau of Educational and Cultural Affairs (ECA) and the International Council for Scientific Research and Exchange (IREX) have been working in Uzbekistan since 2000. It is also worth mentioning the "Curriculum" and "Internet in schools of Uzbekistan" [6]. Their main task is to organize information in a reliable and convenient way.

At the same time, we believe that the development of the Uzbek-language Internet and the emergence of special sites in the field of education. In the first quarter of 2004 alone, the number of Internet users reached about 511,000 (275,000 at the beginning of 2003). At the same time, compared to the beginning of 2003, the number of Internet providers and operators increased by 263 (an increase of 94.8%), the number of websites in the UZ zone exceeded 2,600 (an increase of 188.4%), the number of state-owned enterprises connected to the Internet increased by 470 (increase by 63.6%), the number of business entities was 8600 (increase by 68.9%), the number of Internet access points was 228 (increase by 115.1%) [7].

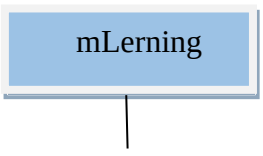
Pedagogical competence of teachers

Ability is what a person needs to do in an environment or something that needs to work about what has been done or the conditions and how to do it, or according to the standard, and therefore the authority simply a job description or business activity [8]. Ability is the ability to apply knowledge and skills [9]. Ability is enough skill and understanding to perform certain types of work satisfactory [10]. Teaching competence is a set of skills, knowledge and beliefs of teachers and is also used to create a more effective learning process [11].

Distance learning is an education in which all or most of the learning process is carried out using information and telecommunication technologies with the territorial inconvenience of teachers and students. Despite the high rate of development of information technology, distance learning is not the main direction, but only an additional one. There are several principles based on distance learning. P.V. Skupov believes that it has two basic principles: Free admission, meaning that anyone can start studying and gain knowledge without entrance exams. The use of information and communication technologies in the educational process (especially distance learning) takes two main forms. The first condition is hardware, and the second condition is that it is equipped with special software.

1. Equipment: computers, network devices, high-speed Internet networks, video conferencing equipment, etc.

2. Software: This includes a set of software for the industry, ranging from software that uses existing devices. In recent years, the term e-learning has come to be associated with the Internet, an electronic form of education used in the management of the education system in the West.



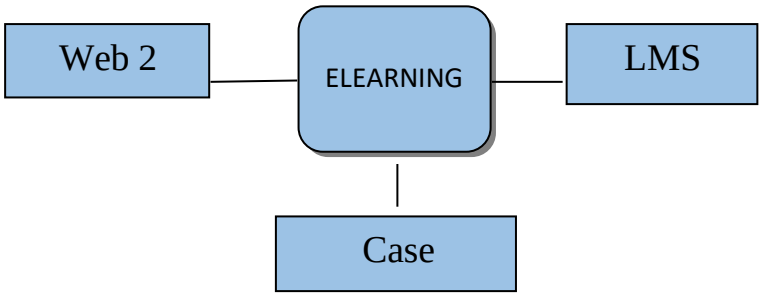


Figure 1. Distance education models.

E-learning content that includes Elear can be grouped based on the method of delivery to the learner. Here are the models of distance learning presented in the analytical research materials of the UNESCO Institute in 2000 ("Distance Education for the Information Society: Policies, Pedagogy and Professional Development") [12]:

Primary (Unity) model. According to the organizational structure of this model, it is organized only for distance learning and for the purpose of working with "distance" students. Training is carried out in such a way that the full-time form of education is not required. All training is done remotely. In this model, there are regional centers for teaching, where students can get advice from teachers or take a final exam. In such universities, both teachers and students are given great freedom in choosing the forms and methods of educational activities. There are no strict limits on time and schedule. Teaching on this principle is organized at the United Kingdom Open University.

Secondary model. In such a system, the university teaches both full-time and part-time students. In both, the syllabi, curricula, exams, and assessment criteria will be the same. Typically, universities that develop a dual model are traditional universities where the number of full-time students is greater than the number of distance students. Therefore, in a university itself, the combination of the two forms is more likely to be won by full-time students who have access to larger teaching materials. Distance courses at such universities are not always profitable, sometimes it is done in part at the expense of teaching full-time students. In such cases, the main emphasis is placed on experience, research on pedagogical and methodological innovations, and so on. Such a model was established at the University of New England, Australia.

Mixed model. This model envisages the integration of different forms of distance learning of university students, more precisely the forms. For example, full-time students study part-time in the distance learning programs or in parallel with the full-time courses taught by a teacher at that university. This model can also be a combination of separate forms of training in the form of virtual seminars, presentations, lectures within the framework of traditional courses. The more highly equipped the university is with the means of information and communication technologies, the more diverse the forms of teaching will be. Such integrated courses are organized at Massey University in New Zealand.

Consortium. This model consists of a merger of two universities. In doing so, they share learning materials or share some tasks. For example, one university produces teaching materials for distance learning, another provides virtual study groups with teachers, or conducts official accreditation of distance learning programs. In such cases, the university as a whole or its individual centers, faculties, and even commercial or government organizations operating in the market of educational services can be partners. Consortia are effective only under strict centralized

management and compliance with the copyright and material rights of the created objects. An example is a consortium of the Open Learning Agency (Canada).

Distance education in Japan. Today, Japan is one of the most developed countries in the world in telecommunications and information technology, as well as robotics. The education system in Japan today is one of the most productive. The basis of education is innovation. E-learning is a method of teaching and learning process based on the use of information resources and Internet technologies, as well as the training of teachers and students in different places.

Distance education has existed in Japan for at least 50 years, at least as a form of distance learning. With the widespread use of information and communication technologies (ICT), not only distance learning institutions, but also traditional colleges and universities can transform themselves into e-learning institutions. The Japanese government has been promoting e-learning in higher education for several years. Thus, higher education institutions in Japan have gradually started to implement e-learning, but most of them still maintain the practice of teaching students as passive learners.[13]

The development of e-learning in Japan dates back to the early 1980s. At that time, the country's education system was undergoing radical reforms. Implement the “Third School Reform” in 1984. [8] It was aimed at rebuilding education based on the needs of the current stage of social development. The socio-economic development of society has entered a new stage - the stage of information development. This has led to the development of society’s new need for professionals at a new level. Therefore, it was necessary to restructure the education system in such a way as to impart new knowledge to students and implement new educational approaches. In addition, the topical issue of the introduction of computer technology into the educational environment has arisen. During this period, a special body - the Education Committee - was formed. He was engaged in the reconstruction of education, that is, the search for ways to introduce information technology into the educational process. First attempts to create distance learning. In the mid-1980s, the University of the Air project was developed as a result of the adoption of the Priority Policy Program for e-Japan in 2001. [9] He undertook to receive the first conditional distance education, based on the broadcasting of lectures on certain subjects on radio or television. Lectures on the topic chosen by the students were broadcast twice a week for five years. After such classes, students take an exam, the result of which is to obtain a bachelor's degree. Given the use of such technologies, the Ministry of Education considers such trainings to be very effective and inexpensive, which in turn leads to a significant injection into the status of subsidies for such projects. This education is conditionally distance learning, but foreign students who work in Japan or have received other education may also receive it.

Japan is known for its technological advances, from high-speed trains, the automotive industry, and medical equipment to portable entertainment and music services. Along with the richness of technology in people working in Japan, the current technological mastery can treat every stage of the life of the Japanese people as well-absorbed in these education systems. But in reality, Japanese education lags far behind other developed countries in terms of technology integration, especially in the higher education segment. On this basis, online education in Japan lags behind in terms of technically low education in the context of higher education in Japan and the diverse cultural life associated with education and employment that exists in the country. The two Japanese institutes cooperate with the bilateral Japanese institute and bring promising prospects of high quality online teaching and participate in pedagogical and cultural topics. concludes with a brief examination. shifts and performance in government, industry, and higher education, all of which are critical to the implementation of online education for Japan’s future.[14]

Distance education is defi ned as a method of teaching where the student and teacher are physically separated. It can utilize a combination of technologies, including correspondence, audio, video, computer, and the Internet (Roffe, 2004). Today's version of distance education is online education, which uses computers and the Internet as the delivery mechanism with at least 80% of the course content delivered online (Allen & Seaman, 2011; Shelton & Saltsman, 2005).[15]

Such education is not only popular but also available due to advanced learning technologies. Distance learning is evolving not only in specific universities that are subsidized by the state, but also because of large commercial organizations, as they are interested in employees working in the business sector in the future. These programs make up about 25 percent of distance learning courses. Master's programs using such technologies are also very common. But it is almost impossible to get a basic education (bachelor's degree) because all universities need the personal participation of the student. Distance learning master's courses at Japanese universities are divided into 2 groups according to the duration of study - some have a set date on which a student must pass all work and exams, while others do not have a set deadline.

This approach allows you to change the workload depending on the workplace or other jobs. The availability of a "free" schedule should be checked directly at the university. Many curricula do not require exams, a diploma and a high average score are sufficient for admission. Some routes may require a Skype interview. Industrial giants with branches or headquarters in Japan also offer additional information remotely. These companies are actively implementing a network of corporate training, which allows their employees to improve their skills in the company's branches in different countries without stopping work. These training programs are usually offered to employees of firms who already have higher education.

Distance education in Japan is based on the following principles:

The principle of flexibility allows you not to attend lectures and seminars at a strictly defined time, but to study anywhere at a time convenient to you. Because of this principle, the opportunity to learn increases, i.e. almost everyone is able to acquire knowledge in this way.

The principle of modular training. This principle allows for the development of curricula for each student, taking into account his or her preparation and needs.

The principle of open learning is also important. It has a rich and well-developed learning environment in the education system, in which the student is managed independently, striving to achieve their educational goals.

The principle of conscientiousness and activism implies that students understand the meaning of the knowledge and skills they acquire, as well as clearly understand and present their goals, and form their own beliefs based on the knowledge gained.

The principle of distance. E-learning is based on independent work with minimal contact with the teacher. There is no direct communication between the student and the teacher-student. [16]

The main directions of development of information technologies and electronic space have been identified. Electronic technologies had to be actively introduced, especially in the field of training. The policy of active implementation of e-learning in education and the introduction of information technology in the educational environment has been pursued. During this period, a special project on informatization of education was developed.

It envisages equipping all educational institutions with computer equipment and allocating a computer for each student.

At present, e-learning in Japan mainly affects the areas of training and retraining, taking courses in various fields, business training and additional education programs can be implemented remotely. You can study for a master's degree at a distance. It is carried out in two main areas: distance learning, in which the deadline for examinations and assignments is set. Distance learning has no set time for its passage. In this case, the student takes the exams at a time convenient for him. Schools around the world were forced to close due to the coronavirus pandemic. An estimated 1.5 billion students were deprived of the opportunity to attend classes for weeks or even months. In many countries, teachers have begun teaching lessons online. However, in Japan, secondary schools have gradually adapted to the new conditions.

In mid-April, the Ministry of Education conducted a survey showing the low readiness of schools for distance learning. It was found that only 5 per cent of educational institutions across the country planned to conduct online classes during a pandemic. At the same time, 100 percent of them plan to switch to home teaching with textbooks and printed materials. A similar survey was conducted in Uzbekistan in September. That is, first of all, the parents of the students asked, "Do you want your child to study online or do you support traditional education?" In a survey such as, about 60% of parents supported distance learning. The students of higher education institutions were also surveyed after some time in the current 2020 through social networks and according to the results of the survey, 70% of the students chose distance learning. However, as the pandemic situation eased somewhat, the above figures changed and traditional education emerged in a new form, mixed.

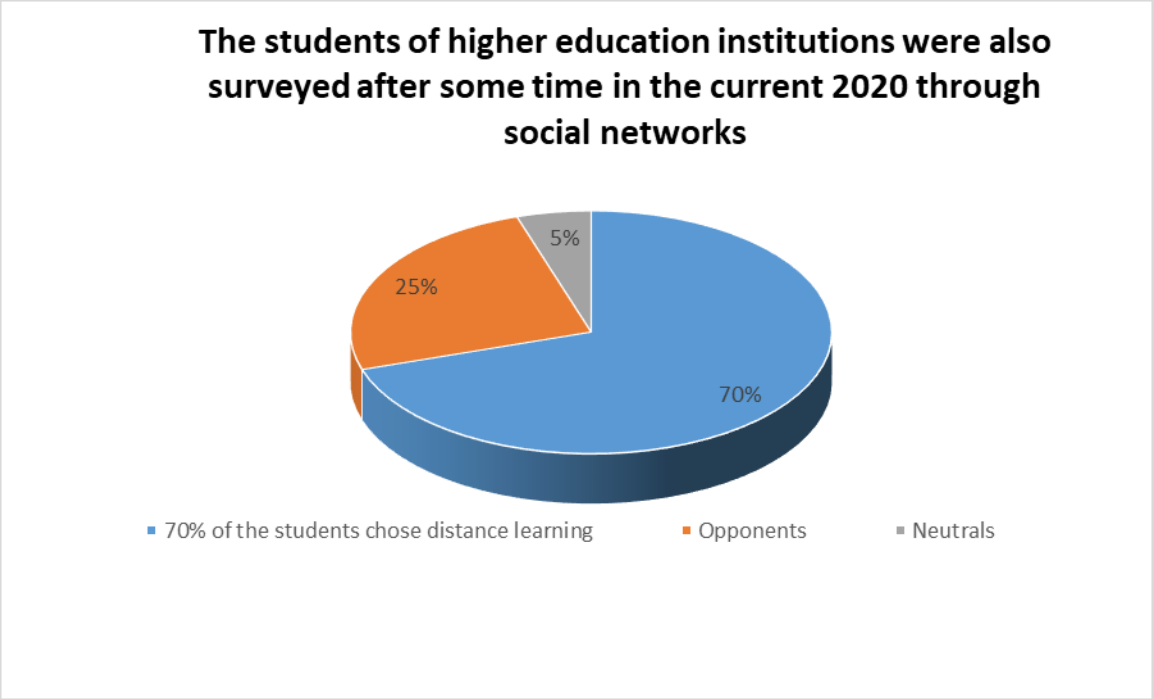


Figure 2. The students of higher education institutions were also surveyed after some time in the current 2020 through social networks.

In Japan, too, there are now calls for change. In Musashino (Tokyo Metropolis), parents of schoolchildren have asked the mayor to provide online education to students in all public schools. They surveyed 1,500 local parents and found that 96% of them supported online education. One of the organizers of the survey told NHK that

online classes allow students not only to learn, but also to connect with friends. Ishido Nanako, a professor of media design at Keio University, said Japanese schools have never shown much interest in transitioning to e-learning. So they were poorly prepared for the coronavirus crisis. Professor Ishido Nanako advocates online education. He believes the education system needs to change radically after the pandemic. "People are very concerned about equality," he said. This is one of the main reasons why we continue to use traditional teaching methods everywhere: students sit passively in classrooms with pens and notebooks" he says. "This system has not changed for more than a century. Japan lags far behind other countries in the development of information and communication technologies in education.

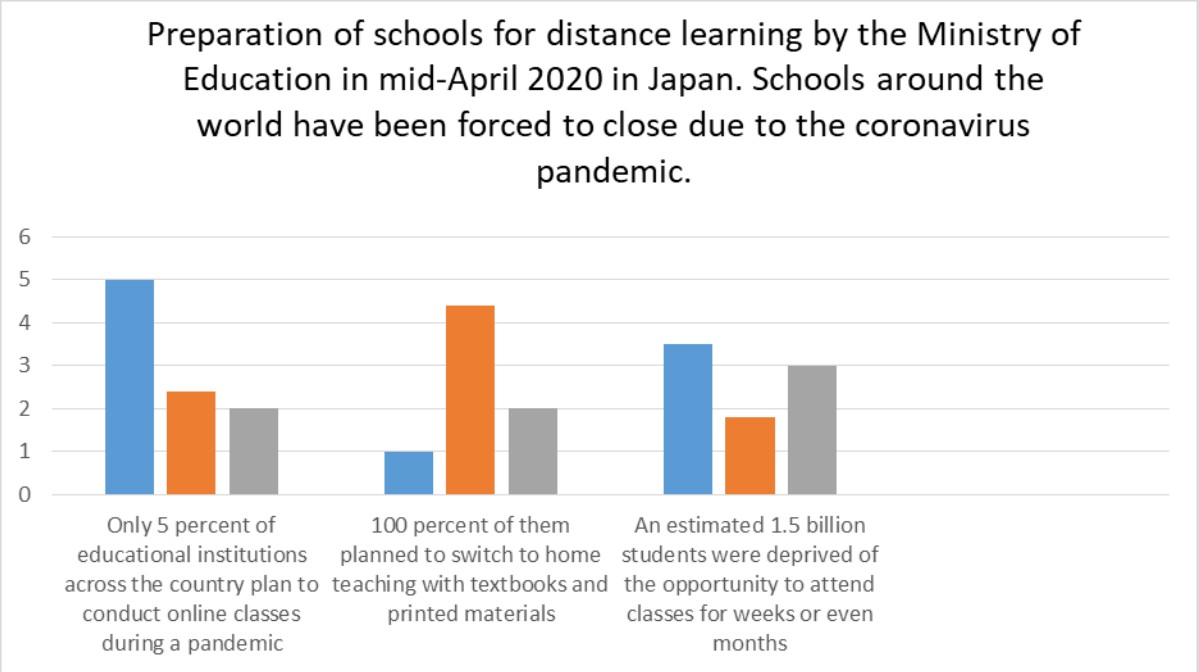


Figure 3. Preparation of schools for distance learning by the Ministry of Education in mid-April 2020 in Japan.

The Organization for Economic Co-operation and Development (OECD) International Student Assessment Program (PISA) 2018 data shows how slowly Japan has mastered information and communication technologies in education. The researchers asked 15-year-old students how much time they would spend using digital technology in classroom teaching in their schools. In Japan, 89% of students showed that they never or almost never used digital technology in math classes, compared to 75.9% in science classes. [17] Both values were the lowest among the OECD countries.

DISTANCE EDUCATION TODAY AND TOMORROW

Distance education was based on the premise that education was possible without the face-to-face interaction between the student and teacher. In the 1700s, this may have been diffi cult to conceive. Today, with the advancements in communications technology and the connectivity of computers and the Internet, distance education is commonplace. Distance education continues to play an important role in education in the United States, as it provides greater access and, in some respects, an affordable option. From the Postal Service, to spark transmitters, to television broadcasting, to the Internet and the Web, advances in communication technology have led to the changing landscape of education and the proliferation of distance education. Online education is the fastest growing form of distance education and is valued at both traditional and non-traditional colleges and universities. In 2011,

65% of institutions reported that online learning was critical to their long-term strategic plans (Allen & Seaman, 2011). Online education is no longer simply a trend.[18]

Conclusion

In turn, we can conclude that such education is now an integral part of the education system in Japan, along with full-time or part-time forms of education. The popularity of this type of training is directly related to the complexity of the Internet and computer telecommunications. The development of this education system in Uzbekistan coincided with the period of the pandemic, as the Japanese scientist Professor Ishido Nanako said, "The pandemic has given us opportunities." Ishido noted that the closure of schools across the country has highlighted the importance of using information technology in both schools and at home: “We do not want to widen the existing gap in access to online education, but at the same time it is better not to do anything. On the contrary, we need to work to improve access to new technologies”. The proliferation of online programs has many traditional educators scratching their heads. A committee of the American Association of University Professors concluded last year that online learning could be "a valuable pedagogical tool to increase access to higher education." But it warned that developments could compromise traditional notions of academic quality, academic freedom, intellectual property rights and instructors' workloads and compensation. In some cases, long-standing safeguards of faculty members' rights may suffice, it said, but in others, those protections may need reworking.[19]

Although the Japanese government was a shining example of technological progress, the demand for distance learning was not high. We cannot say that this type of education is still fully popular in Uzbekistan and has certain rules or regulations. As a higher education teacher, I can say that this type of education can have the expected effect on training and professional development only in certain social spheres.

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