

Implementation Of Higher Education Programs Through E-Learning And Distance Learning Technologies

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Abstract: The article discusses the implementation of educational programs of higher education using e-learning and distance learning technologies. The purpose of the study is to analyze existing data and practices, as well as to compare the real state of the distance education system with its normative consolidation in the legislation of the Republic of Uzbekistan. Based on the analysis, the main problems and shortcomings faced by educational institutions, students and teachers in the process of implementing e-learning technologies are identified. As a result of the work, recommendations are formulated to improve the system of distance and e-learning in the context of improving the quality of education, accessibility of educational resources and the realization of the right to education for all categories of citizens.

Keywords: Distance education, e-learning, higher education, educational programs, analysis, recommendations, regulatory consolidation, accessibility, quality of education.

Introduction: In today's world, characterized by rapid technological progress and changing approaches to learning, e-learning and distance learning technologies are becoming important tools in the higher education system. In accordance with the Law "On Education of the Republic of Uzbekistan", adopted by the Legislative Chamber on May 19, 2020, and entered into force by the Senate on August 7, 2020 [1], the implementation of educational programs using these methods requires not only the introduction of information technologies, but also the creation of conditions for the functioning of an electronic information and educational environment. In this article, we will consider the main aspects and requirements set out in Article 16 of this law, including the importance of creating electronic educational resources, measures to ensure the protection of students' personal data, and the prospects for the use of distance learning technologies in the educational process. The analysis of these elements will provide a deeper understanding of how the new regulatory framework will affect the quality and availability of higher education in Uzbekistan, as well as what changes educational institutions and students can expect in the context of the evolution of educational technologies. The implementation of higher education programs using e-learning and

distance learning technologies in Uzbekistan is an important area that covers undergraduate and specialized, master's and doctoral programs. As part of this process, a special electronic information and educational environment (EIEE) is being created that will record the main aspects of the educational process, including the placement of current and interim assessment results, conducting classes and facilitating interaction between all participants in the educational process. This interaction will be carried out online and can take various forms: synchronous (video conferences) and asynchronous (chats, seminars, instant messaging). Importantly, this diversity of formats allows educational processes to be tailored to the individual needs of students and faculty, making learning more flexible and accessible.

The development of e-learning in our country is becoming a priority area of state educational policy, which demonstrates its importance at the national level. The relevance of this area is also associated with the need to develop effective mechanisms, models and technologies for professional training adapted to modern requirements and conditions.

Distance learning has been studied in the scientific community since the 1990s. However, taking into account the rapid technological progress and changes

in the way young people perceive information, there is a need to constantly update knowledge in this area. This makes the study of e-learning and distance learning technologies relevant, especially for teachers who seek to make the most of new opportunities and tools in the educational process. Thus, the introduction of electronic and distance learning formats not only meets modern requirements, but also opens up new horizons for improving the quality of higher education in the country.

The Constitution of the Republic of Uzbekistan states that our country is a social state aimed at creating favorable conditions for a decent life and free development of the individual (Article 50, paragraph 1). Everyone has the right to education.

In this regard, the availability of e-learning resources and distance learning systems provides an opportunity for everyone to receive quality education. This is especially relevant for people with disabilities or health problems, those working abroad or on duty, young mothers, pensioners and other categories of the population, ensuring the realization of their right to education

A study conducted by L.G. Romanova in 2021 analyzes the impact of e-learning and distance learning technologies on the educational process and highlights both the advantages and disadvantages of these methods.

Advantages of e-learning:

1. Autonomy and flexibility: One of the main factors contributing to the popularity of distance learning is the ability of students to independently choose the time for completing educational tasks. This degree of freedom allows for a more effective organization of the educational process, taking into account the individual preferences and life circumstances of students.

2. Individualization of learning: Distance learning technologies make it possible to adapt the educational process to the needs of each student. Students can choose their own pace of learning and select educational materials that match their level of knowledge and interests.

This contributes to deeper learning and increased motivation.

3. Use of various educational platforms and open courses: E-learning allows for the integration of several educational platforms, provides access to a variety of resources and courses, offers students rich content and a variety of learning formats.

4. Contactless communication: During the coronavirus pandemic, when social contacts are limited, e-learning provides an opportunity to organize the educational

process by minimizing physical interaction between teachers and students. This has become especially relevant due to safety measures and the need to maintain social distancing.

Disadvantages of e-learning:

1. Lack of social interaction: One of the significant disadvantages of e-learning is the lack of face-to-face communication, both between students and teachers, and among students themselves. This can reduce the team spirit and interaction in the learning process. The solution may be to introduce interactive teaching forms that encourage active participation of students.

2. Potential for poor quality of learning: The study highlights that insufficient supervision by teachers and lack of self-organization of students can lead to a decrease in the quality of the educational process. Students may not understand the importance of completing assignments on time, which will negatively affect their final results.

3. Reduced socialization: Virtual learning formats may reduce students' need to actively communicate and express themselves verbally, which can negatively affect their communication skills and social adaptation.

4. Technical Challenges: During the pandemic, many educational institutions faced technical challenges. Not all institutions were prepared to provide a high-quality educational process, which led to differences in the distance learning experience between students and teachers. It is clear that distance learning technologies offer many advantages that contribute to the development of flexibility and convenience in the educational process. However, there are also serious disadvantages that require attention and the development of effective strategies to minimize them. This allows us to identify important areas for improving the quality of distance learning and increasing its effectiveness.

Based on the above findings, it is recommended to integrate distance learning technologies into higher education programs, with particular attention to the development of flexible and adaptable models that take into account the individual needs of students.

It is important to strike a balance between student autonomy and the need for regular monitoring by faculty. This can be achieved through the active use of interactive methods and communication platforms, which in turn facilitate social interaction and support the learning environment.

In addition, it is necessary to invest in technical infrastructure and training of professors and teachers, which will improve the quality of distance learning and allow effectively overcoming emerging challenges.

Thus, a scientific and practical approach to the implementation of e-learning will significantly improve the quality of higher education and its compliance with modern requirements.

In our country, in October 2019, the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030 was adopted. A significant innovation in it was the gradual transition of the educational process in higher educational institutions to a credit-module system. In the conditions of the pandemic, the implementation of the measures envisaged in the Concept for Development until 2030 involved an unexpected and in many respects forced acceleration. In order to adequately respond to the problems, it was necessary to urgently reorganize the entire education system, including not only higher education, but also secondary and even preschool education. In a short time, the entire education system of Uzbekistan was rebuilt and launched on the principles of digital and distance learning. The Covid-19 pandemic and the quarantine that accompanied it not only disrupted the usual way of life and people's work, but also opened up new opportunities for organizing the actions of civil society. This fully applies to the education system under quarantine. It was necessary to establish a disrupted educational process with the introduction of various restrictions on the freedom of movement of participants in the educational process. In these conditions, distance learning played a life-saving role.

Any distance learning system is a systematic information complex used to plan and conduct all distance learning activities, often in conjunction with daytime, correspondence and evening programs. Abroad, such systems are usually called "Learning Management System", which indicates their expanded functionality and the important role they play in the work of the entire educational institution.

The Learning Management System allows:

- To organize an additional system to support the educational process.
- Organization of educational work and testing the qualifications of employees and applicants for work in corporate centers, commercial organizations.
- Conducting distance learning when students are physically removed from the educational area, subscribe to certain subjects/courses, receive methodological instructions and advice from teachers, and complete a certain set of test tasks.
- Management of the educational process in educational centers, courses and universities, testing and advanced training, improving the quality of

education, increasing the number of students being trained simultaneously.

The distance learning system is used to perform the following tasks and achieve these goals:

1. Automation and centralization of educational process management.
2. Placement of educational materials to ensure student access to them.
3. Maintaining the relevance of distance learning technology (DLT) standards.
4. Ensuring the reuse of educational materials, personalizing educational content.
5. Expanding opportunities and tools for interaction between participants in the educational process.
6. Increasing educational efficiency and reducing educational costs. Acceleration of the educational process.
7. Simplifying monitoring of the effectiveness of educational programs.

The learning management system LMS provides the following capabilities:

- Management of all types of education (electronic, full-time and part-time).
- Testing knowledge and skills.
- Analysis of training and evaluation of results.
- Presentation of content and programs.
- Archive of educational materials.

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