CURRENT RESEARCH JOURNAL OF HISTORY (ISSN: 2767-472X)

**VOLUME:** Vol.06 Issue12 2025
**DOI: -** 10.37547/history-crjh-06-12-01
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RESEARCH ARTICLE OPEN ACCESS

# Improvement Of Mechanisms For Using Distance Learning Technologies In Higher Educational Institutions (On The Example Of Primary Education)

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**Received:** 20 October 2025 **Accepted:** 12 November 2025 **Published:** 17 December 2025

## ABSTRACT

This study is devoted to highlighting the issues of improving the mechanisms for using distance learning technologies in higher educational institutions and is analyzed on the example of primary education. In the course of the research, the didactic capabilities of distance learning platforms, the effectiveness of using digital pedagogical tools, and the development of digital competencies of teachers and students were studied. The importance of interactive methods, multimedia resources and virtual learning environments in organizing distance learning in primary education was substantiated. Also, problems arising in the process of distance learning and ways to eliminate them were identified, and practical recommendations were developed to improve the quality of education. The results of the study will serve to increase the effectiveness of training future primary school teachers by further improving distance learning mechanisms.

**Keywords:** Distance learning, digital technologies, primary education, higher education, interactive methods, virtual learning environment.

## INTRODUCTION

Improving the mechanisms for using distance learning technologies in higher education institutions, especially in the case of primary education, is one of the priority areas of the modern education system. The expansion of distance education increases the demand for updating the content, methods, pedagogical technologies of education, and the effective organization of interactive relations between teachers and students. At the same time, this system has a number of structural, organizational, psychological, pedagogical, and technological problems, the elimination of which is important in improving distance education mechanisms.

The conceptual directions of distance education in our country are associated with the introduction of digital infrastructure, LMS platforms, electronic learning resources, and online assessment at the institutional level. In this direction, G. Berdiyeva (The importance of distance technologies in teaching computer science),[3] K.B. Ikramovich (The state and main technologies of the distance education system in Uzbekistan),[4] as well as the works published in recent years by researchers from various higher education institutions, cover models and methods of distance education, online courses, videoconferencing, and the integration of electronic libraries. This work strengthens the mechanism through the following components: organizational-pedagogical component - centralized digital management and internal regulations across HEIs; methodological component - modular-competence structures, online assignment design, academic integrity policies; technological component - LMS, proctoring, virtual laboratories; monitoring-assessment - formative analytics, rubrics and adaptive tests. These areas indicate the need to jointly develop infrastructure and methodology to ensure the sustainability of distance learning mechanisms in the conditions of Uzbekistan.

## METHODOLOGY

Resolution No. PQ-5157 provides for organizational, technical, and methodological measures for the rapid implementation and improvement of the distance learning system in the context of a pandemic. The resolution emphasizes the need to continue the activities of HEIs without interruption during the pandemic, effectively use the capabilities of distance platforms, adapt educational programs, and transform the assessment system. This resolution formed practical mechanisms for managing distance learning in emergency situations, as a result of which mechanisms for organizing the virtual learning process, monitoring student online participation, and assessing the effectiveness of teaching were consistently established.[1]

An analysis of these Presidential decrees and resolutions shows that the process of improving the mechanisms for using distance learning technologies is being systematically implemented on a legal, organizational, technological, and methodological basis. This serves to adapt the higher education system to digital transformation, improve the quality of education, and ensure the continuity of the educational process.

The scientific research of U.I.I.Inoyatov, R.H.Juraev, A.A.Abduqodirov, Z.K.Ismoilova, Q.T.Olimov, N.A.Muslimov, S.Q.Qaxhorov, D.Dzh.Sharipova, Sh.S.Sharipov, Sh.S.Olimov, J.A.Hamidov, M.B.Urozova, O.Turakulov and D.Khimmataliev scientifically substantiates that the process of preparing students for future professional activities in higher education institutions requires education through a person-oriented, competency-based pedagogical model. They emphasize the need to organize in harmony with theory and practice, to use methodological support, a didactic system, and active pedagogical technologies based on cooperation in teacher training. The studies of scientists focus on the formation of a teacher not only as a provider of knowledge, but also as a designer, manager, and reflexive analyst of education.[3]

The analysis of these studies shows that the need to organize the process of teacher training in higher education in scientific schools of the country on the basis of a competent, innovative, digital, and integrative approach is now being formed as a major scientific trend. At the same time, pedagogical modeling of distance learning mechanisms, improving the assessment system, and combining professional training with digital technologies are recognized as relevant scientific directions for the present era.

## RESULTS

The above studies show that the mechanism for improving distance learning is not limited to the choice of a particular technology; it should work on five interconnected contours: theoretical-methodological contour - designing course architecture based on Moore (transactional distance) and CoI (compatibility); organizational-management contour - digital regulations, quality standards, academic integrity and copyright policies at the HEI level; technological contour - stable LMS, videoconferencing, virtual laboratories, OER and content repositories; pedagogical contour - blended design, active methods, collaborative discussion, reflection and personalized learning; monitoring-evaluation contour - formative analytics, adaptive tests, a fair model of proctoring and quality audit on CoI/TD indicators.

The experience of Uzbekistan (local scientific works, HEI practices) shows the need to harmonize these contours with the national regulatory framework and infrastructure; CIS scientists (Polat, Soldatkin, etc.) provide a systematic and open education concept; global studies (Moore, Garrison-Anderson-Archer, Graham, Means, etc.) provide theoretically reliable and empirical evidence for the mechanism. [5; 28]

The methodology for using distance learning technologies primarily includes planning the educational process, developing educational materials in digital format, effective use of information and communication technology tools, organizing the content of online communication with students, using interactive methods, managing students' independent activities, managing the educational process in a remote environment, and evaluating results. Also, the methodology for using LMS (Learning Management System), MOOC (Massive Open Online Courses), NOOC (National Open Online Courses), virtual laboratories, mobile applications, and videoconferencing platforms plays an important role in increasing the effectiveness of distance learning. [2; 178]

The theoretical and methodological foundations determine the following principles in the organization of distance education: communicativeness, flexibility, continuity, openness, interactivity, individuality, reflexivity and

effectiveness. Based on these principles, distance education ensures the harmony between the teacher's guiding activity, the student's independent cognitive activity and information resources. As a result, the educational process becomes an environment that is convenient for students, flexible, oriented towards intellectual development and serves to form competencies.

## CONCLUSION

The theoretical foundations of distance education require the adaptation of the interconnected components of the educational process - goals, content, methods, means, forms and assessment mechanisms - to the virtual educational environment. Its methodological aspects are based on methods of organizing education using information and communication technologies, monitoring and evaluating educational activities, and the use of interactive educational methods.

Thus, distance learning is a modern form of education based on the principles of digital pedagogy, expanding the student's ability to receive individual education, and organizing the educational process flexibly and interactively. It creates ample opportunities for self-development of a person, independent acquisition of knowledge and the formation of professional competencies.

The theoretical and methodological foundations of the use of distance learning technologies in higher educational institutions imply the organization of the educational process based on systematic, person-oriented, competency-based and constructivist approaches, in which the integration of ICT tools, electronic learning resources, interactive methods and digital educational environments ensures the flexibility, independence and effectiveness of educational activities, develops students' independent learning skills and serves to improve the quality of education.

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