

CERTAIN ASPECTS OF E-LEARNING COURSE DEVELOPMENT FOR DISTANCE LEARNING

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Abstract. *The article discusses certain aspects of the development of an electronic training course for distance learning. The paper provides a description of the concept of an electronic training course, gives various approaches to determining the structure of an electronic training course. It presents the main stages of preparing an electronic training course, developed on the basis of a generalization of the opinions of a number of researchers and an analysis of the author's own experience in developing an electronic course in the discipline "Finance".*

Keywords: *information and communication technologies, virtual learning environment, an e-learning course, structure of an e-learning course, teacher's activity.*

Currently, various information and communication technologies are being increasingly used in the higher education system, e-learning courses are being developed in various disciplines for their use in special systems or learning environments [1, p. 58].

An electronic training course or e-learning course is understood as an educational resource of the electronic type that corresponds to the standard and working program of the academic discipline and includes all the necessary training, educational, auxiliary and supervisory materials, as well as methodological instructions for organizing work with the course based on the use of computer technologies and the Internet [2, p. 205]. The effectiveness of using e-learning courses in the educational process in higher educational institutions depends on many factors, including the development of the optimal structure of the e-learning course.

According to Rebrina F.G. and Leontieva E.A., an electronic training course should contain an annotation of the training course, standard curriculum and working curriculum, educational information in the form of lectures, clearly illustrated material of media resources, reference materials, methodological recommendations for independent work, links to information resources, including educational and reference books, educational and informational websites of the Internet, test and measurement materials, in-

cluding test assignments, essays, case studies and educational tasks [2, p. 206].

Kochetkova T.O., Shershneva V.A., Zykova T.V., Kosmidis I.F., Sidorova T.V., Safonov K.V. distinguish the work program and the calendar schedule for studying the discipline as components of the electronic training course, electronic lecture notes with hyperlinks, electronic terminology dictionary, methodological recommendations for students to practical classes, tasks on lecture topics for independent solutions, modular tasks for independent team work with guidelines for their implementation, training tests, tests for intermediate certification for each module, means of interaction between teachers and students, hyperlinks to external resources, instructions for students on the methodology of studying the course, organizational and methodological instructions for the teacher [3, p. 50].

The e-learning course on the discipline "Finance", studied by undergraduate students of the Tashkent Institute of Finance in the 2nd year of study, includes such sections as the organizational and methodological materials of the course, tasks and criteria for assessing students' knowledge of the modular training system, as well as various training materials on each topic of the working curriculum discipline.

The organizational and methodological materials of this course include the basic documents and materials necessary for organizing the processes of teaching and studying

this academic discipline, including a typical and working curriculum for the discipline, syllabus of the course, general questionnaire, list of recommended literature, sample topics of independent work, glossary, terms for course works, general requirements for the preparation, writing and design of course works, general requirements for the level of knowledge of students in this discipline. Training materials on each topic of the working curriculum of the discipline include instructions for studying this topic, lecture text, presentation, handout, teacher's video lecture, questions for self-control, tasks for deepening and expanding the knowledge gained, case studies, tests and other materials.

The process of development and implementation of electronic training courses may include the following main stages of the teacher's activity [2, p. 207-212]:

- systematization of existing teaching materials, including those previously prepared for the educational complex in the discipline. At this stage, the teacher needs to review the available materials, taking into account their potential use in creating an electronic training course;

- development of the concept of the future electronic training course, in which the main goals of its creation, requirements for the content of educational material and various other points, without which the creation of such a course will be difficult, should be reflected;

- direct preparation of the main material of the electronic educational course, which should be systematized in accordance with the educational goals set by the state educational standard of higher education, and should cover the main issues of the academic discipline in accordance with the standard program and the working curriculum;

- development of tasks for independent work of students, determining the timing of

their completion, methods of delivery of the finished material and criteria for its evaluation. At this stage, it is necessary to determine not only the subjects and main types of students' independent work, but whether they will differ in terms of complexity or degree of coverage of the material that needs to be studied, whether they are intended to consolidate the knowledge gained, expand and deepen it, or maybe they will be aimed at self-study of any new material, obtaining additional theoretical knowledge or the acquisition of practical skills, for example, in the form of practical work based on the analysis of statistical data;

- preparation of test and other control tasks to assess the degree of students' assimilation of the course material. Thus, the teacher should indicate the minimum amount of educational material that must be mastered by each student;

- determination of the types and methods of teacher feedback with students, including email communication, the use of social networks and Telegram;

- direct creation of an electronic training course on a training platform posted on the website of the institute or university;

- practical use of the developed electronic training course during the semester. At this stage, based on an assessment by the teacher, students, and possibly other persons, including representatives of the faculty or management of the department, faculty, institute or university, an analysis of the quality, information content and other indicators of the developed electronic training course and its practical application.

The development of the optimal structure of an e-learning course for distance learning contributes to its more effective use in the educational process and to increase the level of students' knowledge.

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ОТДЕЛЬНЫЕ АСПЕКТЫ РАЗРАБОТКИ ЭЛЕКТРОННОГО УЧЕБНОГО КУРСА ДЛЯ ДИСТАНЦИОННОГО ОБУЧЕНИЯ

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Аннотация. В статье рассмотрены отдельные аспекты разработки электронного учебного курса для дистанционного обучения. В работе представлено описание понятия электронного учебного курса, даны различные подходы к определению структуры электронного учебного курса. Далее представлены основные этапы подготовки электронного учебного курса, разработанные на основе обобщения мнения ряда исследователей и анализа собственного опыта автора по разработке электронного курса по дисциплине «Финансы».

Ключевые слова: информационно-коммуникационные технологии, виртуальная обучающая среда, электронный учебный курс, структура электронного учебного курса, деятельность преподавателя.