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EXPERIENCE OF FOREIGN UNIVERSITIES IN THE ORGANIZATION OF E-LEARNING.

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Abstract. This article analyzes the e-learning that is becoming increasingly prominent in tertiary education. Rationales for its development are wide-ranging, complex and contested, including widening access, pedagogic innovation on-campus, enhancement of distance learning, organizational change, knowledge-sharing and revenue generation.

Key words*: E-learning, ICT, Web supplemented, Web dependent, Mixed mode*

E-learning refers to the use of information and communications technology (ICT) to enhance and/or support learning in tertiary education. While keeping a presiding interest in more advanced applications, e-learning refers to both wholly online provision and campus-based or other distance based provision supplemented with ICT in some way. The supplementary model encompasses activities ranging from the most basic use of ICT (e.g. use of PCs for word processing of assignments) through to more advanced adoption (e.g. specialist disciplinary software, handheld devices, learning management systems, adaptive hypermedia, artificial intelligence devices, simulations, etc.). Different kinds of online presence can be defined as follows:

• None or trivial online presence.

• Web supplemented (e.g. course outline and lecture notes online, use of email, links to external online resources).

• Web dependent: students are required to use the Internet for key "active" elements of the programme – e.g. online discussions, assessment, online project/collaborative work – but without significant reduction in classroom time.

• Mixed mode: students are required to participate in online activities, e.g. online discussions, assessment, online project/collaborative work, as part of course work, which replace part of face-to-face teaching/learning. Significant campus attendance remains.

• Fully online.

The typology is based on the extent to which e-learning reduced rather than simply supplemented time spent in the physical classroom. It assumes both a campus-based institution, and a conception of e-learning tied to the Internet or other online network.

Systematic reform of higher education in the Republic of Uzbekistan, setting priorities, raising the process of training highly qualified personnel with modern knowledge and high moral qualities, modernization of higher education, development of social sphere and economy based on advanced educational technologies development is one of the most pressing issues today. In recent years, research work on the development of higher education in our country has been carried out by SS Gulomov, KH Abdurahmanov, B.Yu. Khodiev, T.Z. Teshaboev, M.Kh. Saidov and others. These scholars have paid special attention to the development of educational services in the higher education system, the management of the higher education system through information and communication technologies, the improvement of the system of financing the higher education system. The quality of education is a factor and a driving force in the development of society. Education serves as a practical tool in the fight against poverty, need, social inequality. Education helps to shape the worldview, expand a person's choice of lifestyle, becomes a mechanism for influencing various aspects of life and activities of man and society. As the high level of education and science has been the driving force of social, technical and economic development

throughout human civilization, countries have focused on the priority development of the education system. In particular, South Korea is one of the countries that has achieved high growth rates through the digitization of the national education system. It is important for Uzbekistan to study the experience of advanced countries, focusing on improving the education system and making it a tool for socio-economic development of the country by bringing it up to international standards. Consequently, South Korea is one of the countries where the education system is based on the digital economy and has reached a high stage of development through highly qualified personnel currently being trained. The national e-learning program has played an important role in achieving this goal. In this regard, it is worth mentioning some aspects of the national program for the formation and development of e-learning, developed by the Ministry of Education and Personnel Management of the Republic of Korea and the Information Service for Education and Research - Korea Education and Research Information Service - KERIS. The South Korean education system is recognized worldwide. In the annual ranking of the effectiveness of national education systems, published annually by the international group Pearson, the country has overtaken Japan, which until recently did not lose the lead in the world on this indicator.

Electronic in the entire continuing education system of the country it is time to develop and adopt a special state program to set up education. Such programs have been adopted not only in South Korea, but also in more than 40 countries, including the United States, the United Kingdom, Japan, China, Germany, Italy, France, the Netherlands, Singapore, and Malaysia.

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