

## The role of virtual pedagogy in education

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**Abstract:** The article describes the development of pedagogical trends, thorough mastering of science by future teachers, and the role of virtual pedagogy in didactics.

**Keywords:** education, upbringing, knowledge, thinking, individual educational trajectory, virtual education, creativity, competence, technology

Virtual education is of particular importance in the educational environment implemented in our republic. A responsible attitude to virtual communication reflects a person's social and spiritual maturity in interpersonal and collective communication in virtual communication.

The Decree of the President of the Republic of Uzbekistan "On approval of the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030" states that "the introduction of methodologies and technologies aimed at developing critical thinking, independent information search and analysis skills in students, based on individual educational trajectories, the formation of creative thinking, systematic analysis, entrepreneurial skills in students, and strengthening competencies in the educational process; "widely introducing advanced pedagogical technologies, curricula and teaching-methodical materials based on international educational standards into the educational process" have been set as priority tasks. [1]

The conducted didactic processes, spiritual and educational events, and pedagogical trainings are also aimed at further increasing student activity and organization, as well as explaining the role and place of digital technologies to our students. In turn, virtual thinking is closely related to creativity and initiative, creativity.

In recent years, attention to youth education in our country has risen to the level of state policy. At a videoconference meeting on August 23, 2019, chaired by President Shavkat Mirziyoyev, dedicated to the development of the public education system, increasing the qualifications and authority of teachers in society, and raising the spirituality of the younger generation, and the importance of education. At this meeting, the Head of State touched upon the upbringing and morality of the younger generation, emphasizing, "School is a matter of life and death, a matter of the future. This issue cannot be solved by the state, government, and governors alone. This should become the work and duty of the entire society. It is impossible to change a person and society without changing the school."

Indeed, it is no secret that for many years, upbringing has become an additional burden for children to carry out in their free time - a secondary task. The consequences of mistakes made in upbringing are widely discussed in everyday life, in the media, and on social networks, causing justified public objections.

One of the pedagogical features of developing a responsible attitude to the virtual world is virtual pedagogical culture.

An important way to develop virtual pedagogical culture in future teachers is self-education. This includes independent study of special pedagogical literature, pedagogical thinking. Also, increasing the level of virtual pedagogical culture of students is integrated into the content of subjects taught in higher education institutions.

Virtual learning can have the following positive effects on students:

- helps to increase cognitive interest in subjects in students;
- helps to clearly imagine the advanced achievements of science in their specialty;
- virtual learning allows students to express themselves in a new role;
- virtual learning forms the skills of independent development, modeling activities;
- helps to create a situation of success for students. Virtual learning creates the following didactic opportunities in the educational process:

- the possibility of interactive communication with students using virtual learning tools;
- visualization of educational information on a computer, which includes the possibilities of modern means of visualization of objects, processes, phenomena (both real and “virtual”), their models, presentation in the dynamics of development, in time and space. The concept of “Virtual pedagogy” began to be widely used in pedagogical research. Virtual pedagogy explores the use of virtuality, digital media, as well as new conditions and requirements in digital learning environments.

In the process of transformation from the knowledge age to the information age, the contrast between reality and virtuality is increasing.

The concept of virtual reality systems is widely used in pedagogical practice. These systems include programs that create a virtual learning environment with the participation of a teacher. Virtual reality is related to the concepts of immersion and interactivity. While immersion is understood as the process of imagining oneself in a virtual reality, interactivity is the ability of the user to interact with and influence objects in the virtual reality in real time. [2]

Understanding the content of the concept of “virtual learning” allows us to define the characteristics of virtuality. The interaction of real objects in a virtual environment is the basis of virtual processes. If the interaction-based activity of the teacher and the student in the educational process constitutes a virtual state, then the internal changes of real subjects (teacher-student) in a virtual state are characterized by the educational process and its quality.

The following opportunities of virtual technologies in the educational process:

- contribute to the necessary speed of presentation of educational information, taking into account the rapid updating of educational information;
- ensure the full presentation of educational information in a volume, psychological and logical-structural structure, consistent with real activity;
- provides students with the speed to imagine, understand and remember various objects, concepts, processes, actions and activities.

Our observations show that the living and social environment of students is of particular importance in shaping their virtual pedagogical culture. Virtual learning is not just distance learning, but “the process and result of the interaction of subjects and objects of learning, carried out together with their creation, their properties are determined by these objects and subjects.” The construction of a spatial model of virtual education leads to the reflection of the inner world of a person in a wide range of areas: intellectual, emotional-figurative, cultural, historical, social and other, virtual-pedagogical culture develops in harmony with virtual thinking. Another pedagogical feature of developing a creative and positive attitude to the virtual world is the ability to virtual moderation and organization.

Virtual education is also a key stage in the study of the surrounding world, the acquisition of all knowledge in subjects, and the acquisition of socially active competencies and skills for the younger generation growing up in primary education. During this period of education, children’s motivation to study and interest in the outside world increase, they develop a sense of community spirit and identity, and a critical analysis of themselves takes shape. Therefore, in fulfilling the

requirements of education, society, and the state, improving the content of the subjects in which primary knowledge is taught, improving the professional competencies of teachers, and forming the theoretical and practical competencies of future primary school teachers in higher education institutions are important factors.

Virtual learning environment Virtual learning environment - a space in which the student, having expanded to the outside world, can discover his external spheres through the activities of the student, using his emotional, intellectual and intellectual abilities.

Virtual learning environment - This includes the information content and communicative capabilities of local, corporate and global computer networks, organized and used for educational purposes by all participants in the educational process;

- Created and developed for effective communication of all participants in the educational process;

Unlike traditional methods of learning, education is carried out by the nature of communication, indirectly, both remotely and in the traditional “face-to-face” way.

The virtual learning environment combines a rapidly growing, multi-level and multifunctional system:

1) innovative and traditional technologies inherent in the interaction of participants in the learning process within the framework of an open model of asynchronous individual learning;

2) information resources: databases and information, libraries, electronic educational materials, etc.

3) modern software: software cabinets, electronic communication.

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