

## ORGANIZING A VIRTUAL EDUCATIONAL SYSTEM IN DISTANCE EDUCATION WITH ADVANCED TECHNOLOGIES

**Toshboyeva Dilnavoz Abduraxmat qizi**

*Jizzakh State Pedagogical University. External department. Department of distance education in preschool and primary directions.*

**Abstract:** *It is intended to establish a virtual education system and to implement advanced technologies and to reflect an environment close to the real environment through the simulation process and to create a healthy competitive environment among students and youth.*

**Key words:** *Virtual world, technology, image display, cyber-education, 3D view;*

Virtual learning has developed sufficiently to be considered for innovative applications in higher education, such as teaching, learning and research. Our era of virtual education has risen to the level of demand. As a result, various games, educationally developed scientific applications are more convenient than electronic textbooks. And engineering and production students, studying computer-designed, details and equipment in virtual, more precisely, 3-dimensional representation of any object and creating its working principle and elements in a clear image, not only increases the interest of students and young people, but also , increases their aspirations for digital technologies. However, virtual education requires good economic costs for new technologies and devices that can display 3D views. However, in recent years, the development of computer hardware and software has made it easier to incorporate virtual learning technology into future teaching strategies. Despite the cost challenges, the educational benefits of implementing virtual learning remain compelling. This article explains the principle of virtual education and describes the interactive learning environment developed in the university through this education. It also creates the benefits of using a state-of-the-art 3D photorealistic interactive and immersive virtual environment for teaching and learning for engineering undergraduates and postgraduates. Through this process, the capabilities of engineers will increase, and it will allow further improvement of projects with a 3D view. This allows you to avoid many possible causes. Games based on digital technologies allow students to try different answers. This creates an opportunity to think freely. Able to perform various roles and measure results without fear of negative consequences.





RALL-E also promotes cultural awareness while encouraging appropriate use of language skills and building student confidence through practice. New ways of connecting physical and virtual interaction with educational technologies are a bridge between the tangible and the abstract. For example, in the "Molecules in Contact" project, students manipulate a physical ball-and-stick model of a molecule such as hemoglobin. Students' concrete connection to the physical model is linked to more abstract, conceptual models and supports students' growth in understanding. To achieve a similar goal, elementary school students draw math pictures.

The ability to handle situations with the help of visual aids and hand drawing on the surface of the tablet with a pen, as on paper, creates a lot of possibilities. Unlike paper, they can easily copy, group, and modify their pictures and images to help them express their ideas. Contextualizing, Inferring, Monitoring, and Validating (SCIM-C) was developed for historical research education. A unified hardware and software platform is being created to support the SCIM-C pedagogy. Forming a site for mobile devices with AR to increase students' "field" experience in local historical events. In addition to experiencing the site as it is, AR technology makes it possible. Students view and experience the site from several social perspectives and its structure and use can be seen in several time periods. Focus on research Analyzing changes over time about the capabilities of AR technology in inquiry-based fieldwork in the sciences is important for developing understanding that very small changes over long periods of time can add up. Throughout these examples, we see that learning is within or outside of screens.

Modern public buildings include features such as ramps, automatic doors, or In the same way, text-to-speech, speech-to-text, increased font sizes, color contrast, dictionaries and glossaries should be present. To make education accessible to all, it is necessary to have educational hardware and software.

1. Provide multiple tools for students to access information in several ways. For example, digital books, custom software and websites, and screen readers that include features such as text-to-speech, variable color contrast, adjustable text size, different reading levels, or selection of student-written materials;
2. In providing multiple means of expression for all students to demonstrate and represents what they know. Examples include providing options for how to express yourself





study may include options such as writing, online concept, as appropriate, mapping, speech-to-text, or translation programs. Digital learning tools are promising to support more flexibility and learning than traditional ones.

By using mobile devices, laptops and networked systems, teachers will have better skills.

They can also expand communication with mentors, peers, and colleagues through social media.

Digital tools also make it possible to enhance or modify similar content, reduce the level of complexity of text or change the speed of presentation.

Digital tools such as games, websites, and digital books can be at a higher level of engagement.

Designed to meet the needs of a range of learners from beginners to experts.

Conclusion: As a conclusion, it can be said that the development of 3D technologies makes it possible to see the possible options of projects, and even to see them in advance and how to work in this process. Simply through simulation, an artificial environment close to reality is created for students to imagine the cracks formed in the building as a result of an earthquake during the lesson and how to act in this process. In this, technologies should be replaced. At the same time, it allows to express all opinions and eliminate existing errors, to correctly approach the shortcomings of students' opinions in the development of measures, and to investigate how they behave in this process.

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