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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

PLANNING AND ORGANIZATION OF DISTANCE EDUCATION IN HIGHER EDUCATIONAL INSTITUTIONS

Speciality: 5802.01 – organization and planning
                            of education

Field of science: Pedagogy

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THE MAIN CONTENT OF THE RESEARCH WORK

Relevance and level of the topic development. Distance education offers significant advantages by ensuring equal access to educational opportunities for students regardless of their location, health status, economic status, and financial means. In addition, it allows students to study without the additional costs associated with transportation, housing, and other expenses associated with traditional classrooms.

Several important elements emphasize the importance and relevance of the selected research topic. Global integration, globalization, and the rapid advancement of information technologies are causing major transformations across diverse sectors of society, which subsequently enhances the role of human capital in the successful development of the state. Changes within the education system, particularly in higher education, foster the conditions necessary for producing skilled and creative professionals who can satisfy the demands of both society and the state. This growing demand for competencies highlights the necessity for the electronification of education.

The application of distance education technologies in all areas was the focus of the attention of the Great Leader Heydar Aliyev, which paved the way for the adoption of the "National Concept for the Development of the Republic of Azerbaijan, especially for the Development of ICT Provision," adopted in 2003-2012. By the decree of the President of the Republic of Azerbaijan, Ilham Aliyev, 2013 was marked as the "Year of Information and Communication Technologies." Creating conditions for distance education in higher education institutions is one of the necessary steps aimed at improving society and preparing skilled and experienced personnel in this field.

Additionally, the "On the Implementation of Distance Education at the Azerbaijan Tourism and Management University (ATMU)" regulation provides clarification on a number of matters pertaining to the organization and planning of distance learning.

Many higher education institutions have been searching for efficient ways to organize distance learning since 2007–2008 to increase the innovative development of education and the evaluation of its quality. Consequently, the foundation for more frequent exams utilizing the test method has been established with the collaboration of professors, teaching staff, and the management departments of higher education institutions. Now, students have the chance to use electronic resources to assess their knowledge more transparently and objectively, thanks to this measure.

Azerbaijan's efforts in the field of electronic education have gained international attention since the International Telecommunication Union (ITU – I – International; T – Telecommunication; U – Union) was held in October 2009. The accomplishments in the field of global information technologies were showcased, and representatives from different nations received information about the Electronic Resources Center, the National Education Program, and the "Electronic University" as a result of these events.

The shift to a modern society and the development of a modern mindset in the younger generation, the need for significant changes in distance education, the adjustment of students to education that heavily relies on distance technologies, and the rise in interest in distance education are all becoming more pertinent in an era of widely available information. Future employees should stand out in our contemporary world not only for their expertise in their specialized fields but also for the most recent advancements in science and technology. They ought to be able to use distance learning resources and create learning-teaching procedures on their own. This type of education for students has been elevated to a higher level in recent years due to the increased use of contemporary information and communication technologies in the classroom, which has further simplified and improved its organization.

Both the distance education system and the education system as a whole, as well as its activities, foreign language study, student preparation for distance learning, in-depth research, and professional knowledge assimilation, are qualitatively regulated by information

and computer technologies. The use of distance learning technologies raises the professionalism of the distance learning format while assisting students in actively learning and gaining knowledge. The structure of distance education is created while conducting independent research and gathering data from sources about each student's pedagogical and psychological abilities.

The main criteria can be listed for having the skills to organize distance learning activities are as follows:

- Independently posing a problem or formulating a problem: the student should be able to find solutions to new and complex problems based on the information he has obtained and should effectively solve existing problems;

- Putting forward strategies for data collection, analysis, and processing: the student should cultivate methodological abilities for efficient data collection, analysis, and utilization, and, ultimately, application;

- The students should make logical inferences from the data analysis and think about how these findings might be used in practice, taking into consideration the potential conclusions and the practical application of the data acquired.

- Students should complete their work, analyze and verify the results to assess the results, and validate their results.

- Students should be able to use information technologies in a distance learning environment in an efficient manner to utilize their capabilities.

Making distance education and students' independent distance learning activities a part of the educational center is the primary objective of the educational reforms implemented in our republic's educational institutions. The education system has always placed a high priority on developing personnel who are independent, creative thinkers, possess universal knowledge and modern thinking, and are competitive, enterprising, and broad-minded. In this regard, the use of distance learning technologies seeks to enhance students' enthusiasm for instruction and learning, to prepare them in a methodical, orderly, and intentional way, and to cultivate in them the abilities necessary for self-directed activity.

The learning process is dynamically accelerated when distance learning is incorporated into the educational setting. As a result, one of the current priorities in our nation is the establishment of distance education. For this purpose, in developed countries, large financial resources are allocated for the training of professional specialists with the skills of education and distance learning.

Experiences indicate that distance learning is crucial to the evolution of the educational system. The following problems are resolved as a result of this:

- It builds up the skills and information needed to survive and work in today's world of electronic communication;

- The quality of education in electronic form is improved by incorporating new technologies and teaching methods into the learning process;

- It enables individuals of all ages to learn and broaden their knowledge, among other things.

Mr. Ilham Aliyev, the president of the Republic of Azerbaijan, consistently acknowledges the potential of learning the younger generation as professional personnel. As a result, each educational institution must set up high-level technical and material support to ensure that the teaching and learning process satisfies contemporary standards. Consequently, high-level outcomes will be achievable. And he demonstrated from global experience that even the most esteemed universities are not content with this and strive to improve whenever possible. Reforms should therefore be implemented regularly in institutions of higher learning. To put it another way, it is critical to keep up with scientific advancements, absorb them, and connect with universities that know about the innovations occurring to create an environment that will allow our education to meet international standards.

The process of implementing distance education into practice is crucial for raising the standard of instruction in institutions of higher learning, giving students access to higher education, generating interest in distance learning, and producing highly qualified staff. Success in education and other fields is based on the advancement of information and communication technologies and their efficient use.

The advancement and appropriate application of technology in higher education institutions will be critical to our success in education and other domains in the future.

The following crucial elements demonstrate how higher education institutions plan and organize distance learning while delivering high-quality educational services:

• enables long-term retention of the necessary information in memory;

• gives the student a lot of chances to learn remotely and improve their knowledge and abilities;

• speeds up the use of information and makes it easier to learn with the aid of contemporary technologies.

To increase the level of distance education in higher education institutions, new teaching technologies have been updated, the technical base of educational institutions has been strengthened, textbooks have been improved, and strategies and concepts that promote educational development have been adopted. Although opportunities for distance learning have been established, they have not yet become a significant component of the educational system. In our country, conducting distance education presents additional challenges. For instance, online education was required in educational institutions during the coronavirus pandemic. Teachers attempted to teach classes online using tools like Teams and Zoom, but they were unable to produce satisfactory results. Objective factors like having a low home internet connection, not being ready for online courses, not having experience communicating online, not knowing how to use distance learning tools, and the lack of technical and material support in higher education institutions were the causes of this.

Distance education, as one of the forms of continuous education, creates wide opportunities for students. This process, by ensuring that more students receive quality higher education and expand their educational opportunities at a high level, expands the educational opportunities of citizens within the country and widely glorifies the opportunities for education for people belonging to different groups (race, religion, gender, etc.).

In higher education institutions, conducting distance learning results in more meaningful training in terms of quality, and this is regarded as one of the key priorities for their attention to information and communication technologies. Even though distance learning has produced many educational successes, it is also one of the steps required to address current issues resulting from the accomplishments and to adjust it to the standards used in more developed nations.

All educational institutions experienced sporadic suspensions of instruction starting March 3, 2020, in response to the threat posed by the spread of the coronavirus pandemic in Azerbaijan. The distance education model started to be used to educate students while avoiding disruptions. Teachers provide online training, and classes are arranged using a variety of platforms and applications. Programs like Microsoft Teams, Zoom, and Skype are frequently used to set up online courses.

In the context of electronic education in our contemporary society, each student's successful development is guaranteed within the parameters of distance learning activities, taking into consideration their unique traits, aptitudes, and skills. Our focus on this topic stems from the need to use contemporary technologies to support students' distance learning.

Numerous works were reviewed to determine the scope of the dissertation work and to further explore it. In their writings, A.N. Abbasov, A.A. Aghayev, I.H. Jabrayilov, Z.I. Aliyeva, R.L. Huseynzade, M.I. Ilyasov, and others have addressed the problems associated with the study of distance learning in great detail. Numerous authors, including A.N. Abbasov, A.M. Abbasov, M.N. Alizade, E.V. Seyidzade, I.K. Musayev, A.R. Bunyatov, I.B. Ahmadov, R.M. Aliguliyev, R.Sh. Mahmudova, M.I. Ilyasov, S.S. Hamidov, S.G. Karimov, and others, have written extensively about the challenges associated with the planning and organization of distance learning.

Foreign educators G. Ismail, Ch. Seda, D. Buket, R. Filizok, B. Ozer, M.M. Toker, D. Jacques, and others have examined topics like distance learning and distance education in their works. Many

Russian educators, including V.M. Zharinov, Bek Zair, L.M. Ilyazova, P.I. Obazsov, I.M. Osmolovskaya, R.R. Sagitova, I.R. Stashkevich, O.V. Sukhanov, I.N. Shakhova, E.A. Shuklina, V.S. Shvyrev, I.S. Yakimanskaya, A.L. Yakovleva, N.V. Kolsova, and others, have thoroughly examined and validated the issue of distance learning and the use of contemporary technologies in the classroom.

Object and subject of the study. The object of the study is the learning process in higher education institutions, and the subject is effective ways of planning and organizing distance learning in the higher education system.

The subject of the study is the planning and organization of distance education in higher education institutions.

Research goals and objectives. The purpose of the research is to clarify the planning and organization of classes in higher education institutions.

The following are the primary **objectives** identified by the aforementioned goal:

1. To ascertain the origins and theoretical underpinnings of distance education;

2. To establish a necessary understanding of the history of distance education inception and growth;

3. To ascertain the fundamentals, significance, goal, and pedagogical tenets of distance learning;

4. To consider the mechanism for creating new educational infrastructures through the application of distance education technologies in higher education institutions;

5. To demonstrate how the quality of education is impacted by the planning and efficient administration of distance learning in higher education institutions.

6. To make clear the significance and theoretical underpinnings of appropriate distance learning planning in postsecondary educational establishments;

7. To identify the pedagogical prerequisites for higher education institutions' distance learning programs;

8. To highlight the didactic potential and efficient methods of utilizing cutting-edge technologies in the planning of distance learning in institutions of higher learning;

9. To ascertain the didactic potential and content of technologies used in distance education;

10. To take into account the didactic issues associated with using contemporary ICTs in the system of distance learning.

Research methods. The research was conducted using the following research methods: survey, interview, observation, theoretical analysis, and study and analysis of existing literature.

The main **provisions** put forward for defense:

1. One of the elements that satisfies the needs of the state, society, and the individual is the planning and administration of distance learning.

2. Distance education gives each student the free choice of more learning tools while spending less time on their studies.

3. Multidisciplinary and related structural elements that are centered on the needs and opportunities of both teachers and students, the structure and goal of training, the integration of pedagogical technologies, and creating a unity with overarching educational goals are all combined into a single form in the organization and planning of distance education.

4. The following provisions form the foundation of the pedagogical and developmental concept of the distance education process of students in the context of the planning and administration of distance education in higher education institutions:

− In the context of higher education institutions' educational processes, distance learning not only imparts acquired knowledge, skills, and habits but also facilitates individual distance learning and a lifelong personal development style;

− Students' distance learning activities in educational institutions are designed using the intended motivational-diagnostic approach and are intended to help them gradually form their approaches.

Scientific novelty of the research. Applying scientific-practical, theoretical, technical, and methodological tools in

education, as well as identifying the primary strategic directions, can guarantee the availability of developmental learning technologies in the direction of planning and organizing students' distance learning in higher education institutions.

A pedagogical concept has been developed and scientifically validated for the advancement of distance learning activities in the context of organizing students' distance learning. In the context of planning and administering distance education, the primary strategic directions of the activities that students engage in and the interactions between teachers and students during the educational process have been identified.

The dissertation explains the essence and content of the key concepts – such as "distant learning organization," "distant learning activity," "distant learning planning and organization," "innovative distance learning environment," and "distant modern educational technologies" – that establish the theoretical and methodological underpinnings of the pedagogical concept.

In the context of evolving distance learning and contemporary development technologies, the tenets and routines of students' educational activities have been described. In order to guarantee that students develop an active life position, a motivational-activity approach has been developed that serves as a methodological guide for the creation of distance learning activities.

Theoretical and practical significance of the study. Studying the experience of foreign and Azerbaijani higher education institutions in the context of planning and organizing distance education activities, the development of students' knowledge, skills, and habits, the main regularities of the contemporary theoretical and practical concept of distance education activities, the use of new learning technologies in education, and the approaches and directions related to the use of new learning technologies in education are all examples of the study's theoretical significance.

New theoretical and practical provisions pertaining to personality development, distance learning, and the use of new learning technologies are included in the study.

The study's practical significance lies in the fact that the materials and key scientific findings could be useful when distance learning is eventually implemented in our nation's higher education institutions.

Approbation and application of the study. The primary findings of the study were presented at the Azerbaijan University of Tourism and Management, and the primary findings were represented in seven report abstracts in conference materials and 29 scientific articles (14 foreign and 15 local) in international and periodical scientific publications that were suggested by the President of the Republic of Azerbaijan's Higher Attestation Commission.

The name of the company that completed the dissertation. The dissertation was finished at the Azerbaijan University of Tourism and Management's Department of Hotel and Restaurant Business.

The structure of the dissertation in characters, indicating the separate volumes of the structural sections of the dissertation. The dissertation consists of an introduction, three chapters, each containing nine paragraphs, conclusions and suggestions, and a list of used literature. The introductory part of the dissertation is 9 pages, 17272 characters, Chapter I is 44 pages, 87969 characters, Chapter II is 27 pages, 53608 characters, Chapter III is 26 pages, 51154 characters, Conclusion is 4 pages, 6220 characters, the total volume of the dissertation, excluding the list of used literature, is 216223 characters.

THE MAIN CONTENT OF RESEARCH

The **introduction** provides information about the research methods employed, the scientific novelty of the study, its theoretical and practical significance, the main provisions put forth for defense, and its approval. It also substantiates the relevance of the research and explains its object and subject, purpose, objectives, and methodological basis.

The dissertation has a theoretical component. From this vantage point, the work analyzes the brief history of distance

learning in various nations and shows how it has evolved from its beginnings to the present.

The first chapter of the dissertation is entitled **"The emergence and pedagogical-methodological foundations of distance education."** The chapter is divided into 3 paragraphs. The origins of distance education are covered in the first paragraph, ***The history of the emergence and development of distance education."***

It is demonstrated that at the start of the 18th century, the idea of "distance education" entered the realm of study. The first iterations of distance learning were introduced in Europe at the close of that century. Course materials were mailed to teachers, students, and other research participants, who then corresponded and presented their written work to the instructor for review. We corresponded with the instructor via email. The concept of distance education was created by Isaac Pitman in the 1940s. He is renowned for being an English stenographer who advanced a cutting-edge shorthand teaching methodology.

First of all, the evolution and development of Distance Education led to its 20th anniversary. It is associated with radio, which began to be actively used in the 30s of the century to spread information over long distances. At that time, more specifically in 1938, many colleges and higher education institutions began to broadcast on the radio the concepts of distance learning in public schools for students. It includes the publication of lectures, questionnaires, oral interviews, solving various interactive problems, preparing test tasks. John Taylor, Rector of the University of Louisville, in 1948, via radio, diagnosed that the American education system would develop within 25 years. As part of this concept, John Taylor proposed to give students a small amount of money for distance learning, that is, remotely listening to educational materials on the radio, receiving all materials by mail.

In the first half of the 20th century, distance education became popular in the Russian Federation.

The British State University began offering distance education in 1969.

The second paragraph is called *"The essence, purpose, importance, and pedagogical principles of distance education."*

The development of distance education in Azerbaijan is examined in this paragraph in light of its significance, purpose, and essence. Simultaneously, the paragraph explores the potential for distance education development in light of Azerbaijan's and other nations' experiences. The Republic of Azerbaijan's adoption of the "On Education" law and educational initiatives are emphasized. Along with establishing the conditions and priorities for the development of the education system, the dissertation also points out that the social, economic, and political changes occurring at the current stage of society's development also determine the extent of the demands society places on this system. Humanity is currently on the cusp of discoveries and revolutions, including fundamental shifts in the structure of the state and public life, which will surely result in a shift in the priorities of both society and each citizen. Such shifts suggest that integration processes are spreading both internationally and within individual states. All of this necessitates a thorough comprehension and the creation of conceptually novel ideas founded on fresh methodological foundations.

The dissertation examined normative documents in the field of education, the pedagogical principles of organizing distance education in Azerbaijan, and the reasons why it is necessary. It also clarified the issues that condition the development of distance education in the documents. The research examined the author's attitude, the legal and normative documents' composition, the significance of distance education, the innovations and changes occurring in distance learning in response to these documents' requirements, and more. Teachers in higher education face new challenges as a result of the adoption of a contemporary educational model that uses distance learning. However, teachers in higher education institutions also bear significant responsibility for preparing personnel to meet the demands of society.

The effect of globalization and integration into the educational space on the growth of distance education in Azerbaijan is explained in the third paragraph of Chapter I, *"The mechanism for creating*

new educational infrastructures through the application of distance education technologies in higher education institutions." As is well known, Azerbaijani education is merging into a single European educational space, and the growth of distance learning is positively impacted by globalization and the cultural erasure of borders. These concerns are mentioned in this paragraph, along with the significance of developing a unified educational model. To attain excellent educational outcomes, distance learning has become essential for instructors in higher education. Therefore, in addition to fundamental knowledge, all higher education teachers must integrate new methodological approaches, psychological-pedagogical perspectives, and distance education expertise into their work.

Chapter II of the dissertation is entitled **"The role of planning and effective organization of distance education in higher education institutions in the quality of education."**

This chapter's research includes the scientific and pedagogical underpinnings of the reforms that have been implemented in the field of distance education. The requirements and provisions resulting from the "Reform Program in the Field of Education of the Republic of Azerbaijan" (1999) are explained. Experts claim that distance learning enhances the learning process through its visual component, gives students the chance to conduct research, gives them access to a variety of information sources, allows them to choose and use the right ones, and encourages them to put their knowledge and abilities into practice.

The first paragraph of Chapter II is called *"The importance of planning distance education in higher education institutions."*

The current status and development trends of distance education in the contemporary era have been examined under this heading. This paragraph provides a summary of the theoretical and practical evolution of distance education as well as the dynamics of involvement in education in the Republic. It is evident from the research that the study of how higher education instructors intentionally use distance learning has not been established as a specific research goal in the Republic's pedagogical research. Additionally, scientific conferences have been held, research has

been done on several factors that affect how well higher education instructors use distance learning, and comments have been made on current issues.[1]

Technologies used in distance education, especially computer, internet and intenet networks the change of the education system and the emergence of modern educational strategies have created suitable tools and conditions for the renewal of the education system, and the demand for training as the only source of knowledge that facilitates and guides teachers and administrators at a time when training approaches are In general, distance learning technologies provide a creative thinking approach for learners facing solution, search and choice along with information and data transmission.

The second paragraph of Chapter II is entitled *Theoretical foundations of planning distance education in higher education institutions."*

The second paragraph of Chapter II discusses the issues of modernizing the theoretical foundations and organizational principles of planning distance education in higher education institutions in the context of new reforms. This is specifically focused on the subject matter and developments of distance education. In essence, this paragraph brings up the topic of development and modernization, or modernization regarding the planning and administration of distance learning. In addition to gaining theoretical knowledge, our students are also given practical knowledge and skills in higher education. As a result, all higher education instructors who train the future staff also explain to their students the potential of Internet resources while instructing them in any subject, and permit them to use them for any subject. By choosing and using such examples when instructing the subject, the teacher can set an example for his students.

The third paragraph of Chapter II is called *"Pedagogical requirements for the organization of distance education in higher education institution*s".

This paragraph looks at the pedagogical requirements for distance learning in higher education institutions from the standpoint

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[1] Aghayev, A.A. Selected pedagogical works / A. Aghayev. – Baku: Mutarcim, – v.1. – 2011. – 472 p.

of the issue of how they affect the growth of the theoretical and practical underpinnings of education. This paragraph looks at innovations used in education, training technologies, creative lessons, textbooks, technology, and all other topics involving development. Highlighted are issues that are more typical of distance learning in higher education institutions. Research indicates that the majority of our universities currently struggle to incorporate enough online resources into their curricula. because institutions of higher learning do not have the required computers, projectors, or internet access. An educational institution cannot train staff who can satisfy the demands of the contemporary market without the tools necessary for distance learning.

Chapter III of the dissertation is entitled **"Effective ways of using innovative technologies in organizing distance education in higher education institutions."**

"The content and didactic possibilities of distance education technologies" is the subject of the first paragraph of Chapter III. The paragraph considers the didactic potential of distance education technologies and their content. The content of modern distance education methods, the development of new technologies for distance education, and the management of higher education institutions are studied in this context. The didactic possibilities of the development of distance education, which emerged as an active electronic educational process for higher education due to the application of theoretical knowledge and scientific experience, are also taken into account. In this context, ways of building this learning system at various levels of education are explained to effectively plan the activities of students in the distance education process to master new information, skills, and habits, and to create the necessary conditions for its expansion and advancement. At the same time, attention is paid to the use of teaching aids in higher education institutions, which encourages an active approach to the educational process and creates conditions for students to use fully modern technological tools.

"Effective ways of organizing distance education in higher education institutions" is the title of the second paragraph in

Chapter III. Effective methods for setting up distance learning, one of the key focuses and strategies of contemporary education, are covered in the paragraph. Optimizing and effectively organizing training in higher education institutions is one of the primary purposes of distance education. This subchapter highlights the use of electronic teaching in higher education institutions. In this regard, experience has been gained in open universities across the globe, particularly in Turkey, Russia, Spain, Great Britain, Austria, Korea, Canada, the USA, and other countries. To carry out this application, higher education institutions are developing their educational systems in a way that plans and organizes them remotely, opens new kinds of centers, develops students, and creates opportunities for administrators and teachers. These efficient methods enable each student to fulfill their various responsibilities at the university, and students develop into regular, engaged participants in the learning process as well as autonomous supervisors of scientific and technological endeavors. Therefore, the enhancement of the level and development of the student's knowledge, skills, and habits is necessary for the optimization of techniques and didactic technology, as well as their even greater scientific significance[2].

*Didactic problems of the applying modern information and communication technologies in the distance education system"*Is the title of the third paragraph in Chapter III. This paragraph expresses the author's attitude and discusses the didactic issues with contemporary ICTs used in the distance learning system. Here, the use of contemporary information technology in the planning of creative distance learning is highlighted. Important details regarding the drastic shift in the development and uptake of an electronic education system that gives students a proactive educational path and the use of an efficient technique for overseeing the online delivery of electronic education are covered. The system of optimizing techniques, procedures, and programmable remote tools for creative planning in the field of education, as well as the gathering,

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[2] Jabrayilov, I.H. Azerbaijani education during the period of independence: theoretical and practical aspects / I.H. Jabrayilov. – Baku: Vahid-M, – 2017. – 448 p.

processing, transmission, and distribution of information for students using them, is also examined in the paragraph.[3]

Thus, experience shows that the application of Internet resources to teaching in the process of creating motivation in interactive lessons, posing a problem, and organizing searches makes these classes very attractive and interesting. Internet resources can be used to motivate students during preparatory work, and engaging instruction can then be planned around that issue.

In addition to being contemporary, electronic lessons delivered via distance learning technologies are even more successful when they follow a certain format: the teacher's opening remarks, student speeches on the subject, a conference discussion, and the teacher's closing remarks. Distance learning technologies make all of this possible. Furthermore, conferences conducted using distance learning equipment can effectively implement the teaching, reasoning, and mutual learning techniques. The implementation of electronic conferences, the creation of a literature list, and consultations can all benefit from the appropriate use of distance technologies.

Participants in a practical training group who are spread out across time and space can connect via online conferences. The primary advantage of distance conferences is that all of their remote materials are sent to students, allowing them to access all of the information at their disposal. This is excellent and helpful[4].

Using a system of distance technologies to manage education and the methods of working with this approach are significant educational processes. This approach can be used by any "distance education" participant. Additionally, information is transmitted and received faster and more instantly. The criteria of the distance transfer of information between students during the learning process are used to measure didactic factors, and distance education tools are crucial to this strategy.

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[3] Atayev, G.N., Orucov, S.K. Distance education: form, technology, equipment: [Electronic resource] / URL: http://www.anl.az/down/meqale/ sdu_elm_xeber/2017/4/16(meqale).pdf

The results of the research are the followings:

1. "Distance education" effectively transforms higher education by establishing the prerequisites for the development of knowledgeable and innovative professionals who can satisfy the demands of the state and society;

2. In addition to improving communication between teachers and students, distance learning in higher education institutions lays the groundwork for students to absorb knowledge on their own and develop active sharing habits.

3. The best level of individual teacher-student communication in distance learning environments is distance-oriented activities. Each student is likely to benefit from the procedures that can be used as the primary type, and with remote equipment. Students' mental digital skills are developed through the evolution and improvement of the educational system's information paradigm, as well as through proper information methods.

4. The development of future employees' potential knowledge depends on distance learning. This kind of education processes information in the best possible way. In addition, when faced with the experiences of other nations, the effective and innovative work done in higher education institutions guides students' study and activity of the intended educational material and provides the chance to successfully accomplish the goal.

5. The chances for autonomous teacher-student communication are increased when distance learning is planned and executed well in higher education institutions. The use of contemporary information resources, techniques, and interactive teaching methods is crucial in this situation.

6. The motivational-diagnostic approach is used to design distance learning activities for students in educational institutions, which are intended to assist them in gradually forming their approaches.

7. Distance learning techniques are useful instruments that foster students' creativity, open doors for skill mastery, and provide chances for the development of top-level staff. They also greatly improve the effectiveness and caliber of online education.

8. The primary characteristic of the study is a student-oriented, methodical, orderly, and multi-criteria approach to the process of setting up students' classes in the form of distance learning. Students can comprehend and absorb educational materials and transform their learned habits, abilities, and knowledge into electronic materials by utilizing contemporary distance learning technologies and methodologies.

9. The development of creative thinking is the primary goal of planning and coordinating distance learning in higher education institutions, and the application of distance learning criteria has benefited everyone.

10. The development of objective assessment skills greatly depends on a variety of activities, including using Internet communications, conducting research, figuring out how to solve current problems and carrying out optimization activities, solving specific problems, cultivating logical and creative thinking, managing distance learning, and more.

11. When it comes to planning and arranging distance learning in higher education institutions, the development of students' distance learning activities, without altering its content, enhances the learning process with the best use of ICT technologies, ascertains how its objectives can be met, and aids in the establishment of an efficient learning environment for students' successful development;

Establishing a catalyst for the expansion of distance learning activities and students' ongoing self-improvement is crucial; the development of new knowledge and organizational skills takes place in a specially created advanced distance learning environment that improves the dynamics of development.

Concerning the study, the following **recommendations** can be made:

1. It is advisable to introduce distance education in our republic, given the need to create a State Program that makes the problem of organizing and planning distance education in higher education institutions more relevant.

2. To improve distance education in higher education institutions, it is necessary to train professional teachers who will

work in the field of science, increase the opportunities for receiving electronic educational materials, and modernize the way the electronic education system operates.

3. Increasing the demand for Internet communication technologies, optimizing distance education materials for teacher-student communication, and improving the pedagogical-psychological, analytical-compositional, and electronic resource provision of the distance education structure in higher education institutions would all be beneficial.

4. The creation of virtual educational resources for all subjects, the development of an electronic learning environment for teachers and students, the improvement of electronic material communication between teachers and students, and the provision of guidance on the use of "Module" methods for analyzing teaching criteria should be the main priorities.

5. Establishing pedagogical and methodological support in higher education institutions is crucial for the effective development of students' distance learning activities. The provision of the required distance learning equipment should be a top priority to establish the prerequisites for distance learning and capitalize on the opportunities presented by the educational setting.

6. As a result of the teacher's efforts, technological concepts and distance learning materials must be continuously monitored for the students' educational development.

7. In higher education institutions, the educational manager plays a major role in organizing students' independent work during lectures and seminars. The development-oriented elements of distance learning for students and their future professional endeavors should be directly supported by pedagogical and psychological observations of education.

8. It is helpful to ascertain not only the outcomes of a single learning process but also a variety of educational criteria targeted at individual development, as well as the unique qualities and abilities of numerous students, when employing technologies applied for the implementation of distance learning in teaching.

9. To improve the quality of distance education, encourage students to learn and master online, develop new technologies and qualitative-quantitative criteria based on the management of the educational process, and manage its activities in an ideal way, it is recommended to create a "Online University Project.";

10. The techniques of the structure of distance education models are applied based on a number of criteria. To strengthen the cause-and-effect relationship, it is necessary to establish criteria for teacher-student communication, have the key components for assessing and improving this relationship, ascertain the university's internal strength, and optimize distance learning resources.

11. Teachers who will take part in distance learning should have seminars organized. Teachers should create electronic course materials, textbooks, lectures, video lessons, and didactic aids.

The content, main scientific ideas and results of the research are based on the following works of the author:

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