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Ubaydullaeva Lily Shavkatovna, "Plekhanov Russian University of
Economics in Tashkent, Republic of Uzbekistan
**ELECTRONIC DIDACTICS AS A FACTOR IN MODERNIZATION OF HIGHER
EDUCATION IN PANDEMIC (COVID-19)**
L. Ubaydullaeva

Abstract: Global changes in society and education that have recently occurred in pandemic due to intensive use of information and communication technologies suggest a revision of traditional view of didactics. The article considers subject and objectives of e-learning didactics, analyzes terms used in a system of didactic support of e-learning in higher education, and considers promising areas of e-learning and development of didactic principles.

Keywords: e-learning, traditional didactics, e-learning didactics, distinction parameters, didactic principles, didactics tasks.

The main direction of strategic development of the Republic of Uzbekistan is comprehensive modernization as an important factor of prosperity of the country factor, sustainable economic growth, providing population employment. Building a strong base of successful development of modernization process is impossible without participation in the process of education system, a leading role in which belongs to potential of higher educational institutions. In order to achieve the intended purpose in State program 2020 "The Year of Development of Science, Education and Digital Economy," there made a special emphasis on providing innovative character, digitalization of education system in accordance with social and economic challenges and digital economy.

Pandemic coronavirus infection COVID-19 affected educational systems around the world, which led to the mass closure of schools and higher educational institutions. Almost all higher educational institutions of the Republic of Uzbekistan transferred to distance learning from March 16, 2020. Educational policy experts believe that after the end of pandemic, educational institutions would not like to return completely to usual format of training. In Uzbekistan there is going to happen a rise of online education. However, many problems are also expected. A significant problem is behavior of teachers and managers of educational programs in the context

of transition to distance learning. By the way, topic of teachers' readiness to online learning is critical not only in the Republic of Uzbekistan.

For example, according to the research by Bay View Analytics firm, there are 1.5 million teachers in the United States and 70% of them have never taught in the virtual space [1]. At the same time, along with obvious challenges and problems, new training format provides a wide range of opportunities and prospects for changing and improving educational systems for which a critical situation creates forced conditions. Coronavirus pandemic has launched a digital transformation of educational process and it is happening much faster than it is planned in the framework of implementation of State program "The Year of Development of Science, Education and Digital Economy". It is definitely could be said that digitalization is not future, but today's reality.

Next decade should accordingly be an era of significant changes in higher education - formation of new middle class for the development of digital economy and reorganization of educational process based on the use of artificial intelligence technologies. Digitalization reform of education involves equipping educational institutions with modern technologies, namely, computers with access to the Internet, information systems that allow access to educational resources, the results of modern research and development, electronic scientific libraries in various languages of the world.

Education goes beyond classrooms, laboratories, libraries. A number of students who study remotely is increasing. Digital technologies change radically the content of taught disciplines and form of their presentation. These are not only routine electronic presentations or use of video. Direct connections to electronic databases, news, forums, video broadcasts, stimulation systems, electronic simulators are possible.

In the context of development of digital economy, there is a change in learning process of students. Therefore, the condition for fulfilling tasks set is introduction of new forms of training and innovative technologies in educational process of the university. Recent global changes in society and education as a result of intensive use of information and communication technologies (ICT) suggest a revision of traditional view of didactics.

Didactics of digital age reveals possibilities of e-learning in dynamically functioning information and communication subject environment aimed at intellectual and personal development of a student [2].

There consider various parameters of the difference between traditional didactics and e-learning didactics. Two parameters act as such characteristics - the level of application of information and communication technologies and training format. There are three levels of implementation of information and communication technologies in educational process. The

first or low level is characterized by fragmented, situationally determined use of individual elements of digital technologies and multimedia tools in educational process. Information and communication technologies at this stage play an auxiliary role, which does not affect the quality of educational process. The second or average level of application of information and communication technologies in educational space is represented by systematic, theoretically justified implementation of technological and software tools in educational process in order to transfer the level of training to qualitatively new level. At third or high level, all advantages of middle level of introducing information and communication technologies into educational process are used, which are supplemented by organization of distance learning, which provides student with the opportunity to access educational information regardless of time, geographical or social framework.

Traditional didactics area is covered by familiar classrooms or other limited space in which there is a low level of use of technological means. Electronic didactics covers virtual digital space using the Internet, interactive multimedia tools and distance learning management systems.

Consequently, the difference between e-learning didactics and classical didactics is based on: change of goals, results, organizational forms, teaching methods and means in e-learning; emergence of new types of learning activities; changing the structure of presentation of educational material (instead of linear or concentric presentation – non - linear, hypertext, hypermedia); change of types of teaching material (emergence of interactive electronic textbooks, electronic tests, etc.); intellectualization of information systems providing automation and control of technological process in the sphere of education; presence of "virtual world"; leveling the authority of teacher.

The main tasks and electronic didactics are:

- determination of the structure, volume and content of education that meets the ergonomic, health-saving requirements for the safety of education in the context of using information and communication technologies, scientific and technical level of development of society, age and psychological characteristics of students;

- development of new forms, techniques and methods of training, creation of techniques that contribute to intensification of educational process;

- creation of conditions for the development of information culture, maximum activation of independent productive activities, realization of individual's creative abilities and desire for continuous self-improvement through self-education.

Thus, there appeared a necessity thorough elaboration and didactic principles, adaptation and refinement i.e. existing in the process of e-learning.

Moreover, traditional understanding of didactics does not meet the requirements of information society with rapid development of ICT. Didactics of digital age is transforming into science, engineering and art of learning. Didactics is a developing field that expands its theory by combining research and teaching. Innovative solutions are needed to meet challenge and respond to the challenges of learning and teaching in digital age with intensive use of information and communication technologies. One of these solutions is based on application of engineering methodology to study teaching and learning processes.

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Luiza Makhmutkhodjaeva, Candidate of history science, Associate Professor Tashkent Branch of Plekhanov Russian University of Economics, Tashkent, Uzbekistan

Elena Arkhangelskaya, Candidate of legal sciences, Tashkent Branch of Plekhanov Russian University of Economics, Tashkent, Uzbekistan

PROBLEMS OF IMPROVEMENT OF THE LEGISLATION ON ECONOMIC SECURITY AND TASKS TO SUPPORT ENTREPRENEURSHIP AND DEVELOPMENT OF DIGITAL ECONOMY IN THE REPUBLIC OF UZBEKISTAN
L. Makhmutkhodjaeva, E. Arkhangelskaya

Abstract. In the article there considered problems of improving legal regulation of economic security, pandemic response, urgent issues of the development of digital economy, creating legal framework necessary to regulate the use of modern digital technologies in economic sectors, and further growth of entrepreneurial activity. Specific tasks have been