

**PRINCIPLES AND PROBLEMS OF IMPLEMENTING WEBINAR TECHNOLOGIES
IN EDUCATION****Boliyev Muhitdin Nuriddinovich**

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Annotation: In this scientific article, the importance, benefits, and challenges of online learning and technologies in the educational processes are discussed. Technology in learning refers to the tools (hardware, software, networks, web applications (apps) and the processes (methods and strategies used for instruction, assessment, tracking student learning, our educational organizations, learning management systems), in short, the way we do things in education.

Key words: Technology, methods, online learning, education, gadgets, communication and etc...

We are often too quick to adopt a new technology, be it hardware, software, or a new design, without fully understanding or explaining to others why this new technology is better than what we were using. For example, research to date suggests it is not the device per se that can make the difference, but instructional design.

Technological enhancements in education are both created and selected for the value they add, and this value is made explicit and is defensible. Careful scrutiny and research are applied to the choice of technologies to ensure the impact is understood and monitored. New technologies for learning are developed within a framework of 'value adding' – the contribution a technology can make to learning is fundamental to the way it is presented so claims may be scrutinized. The primary mandate for technology in learning must be on learning – its content, delivery, support, assessment, interaction and results. Too often, networks, software, hardware, and apps (the 'tools') are designed for purposes other than learning, or designed by those who have little understanding of the concepts of good pedagogy. There is a need, of course, for administrative, productivity-oriented technologies, but there is an urgent need to respect the implications of pedagogy on the selection of tools (hardware and software), on bandwidth, on security of data and privacy, on access to networks and data, on choice and individual needs.

Choices of educational technologies must be based on sound principles of learning:

- Does the online learning environment adapt to a wide variety of pedagogical philosophies and methods?
- Does the course design match the learning objectives with course activities and learner assessment?
- Does the hardware standards prevent instructor choice of delivery methods?

There can be a synergy between the tools used and the cognitive processes engaged in learning. Databases, for example, can be used to prompt learners to examine the interrelationships, the organizational patterns, and the codification systems of data itself. Hyperlinking technology and adaptive systems can generate new forms of interactivity between the student and the content displayed.

Educators must be extensively consulted when educational hardware, software, or networks are designed and selected. A decision to adopt a particular set of technologies must also not inhibit pedagogical innovation.

The benefits of education, particularly the benefits to society, are frequently long-term and intangible, but they do exist. As these benefits become more obvious and public, further investment in education can be enhanced.

Education provides an opportunity for everyone to be successful, fulfilled, and contribute constructively to society, according to a prevailing value in society. Distance and remoteness, physical barriers, social and psychological barriers, improper programs or a lack of programs, a lack of seats available, financial barriers, readiness considerations, and other factors can all prohibit learners from participating in formal learning activities. Learning access must be as unrestricted as possible.

All levels of government, education and training providers, and industry must make bringing learning opportunities to all learners via the Internet a priority. Personal versus public advantages and expenses must be considered, but learning should not be limited to those who can afford it. Audioconferencing, videoconferencing, web conferencing, TV, radio, web-based learning environments, social media, and DVDs are just a few of the educational delivery modalities available for remote learning.

Online courses are expensive to create. Increasing learner enrolments through partnerships between departments or education and training providers can reduce costs, increase viability, and permit low demand courses to be offered more frequently. Partnerships may be created on any number of fronts, joint programs or services across several education and training providers are examples that enable economies of scale or leverage.

The key to successful partnerships is often in the details: common purpose and values; defined positions and decision-making processes; positive interpersonal relationships and trust; clear goals, roles, responsibilities, and structure; commitment at all levels; flexibility and adaptability; and clear legal and financial liabilities.

Technology in learning, while hardly a new phenomenon, is still in need of evaluation and examination. Individual differences amongst learners, instructors and education and training providers, and within society and the workplace, must be respected. Choices of technologies, for both tools and processes, can support and promote differences. The responsibilities inherent with choice must be made clear. Diversity must be valued, though balanced with principles of efficiency. Preference for a single approach (e.g., face-to-face vs. online; public vs. private; direct instruction vs. constructivism, etc.) must be discouraged and the benefits of differences enjoyed. Evidence-based decisions must drive investment decisions at the education and training provider and policy level. Learners are diverse, with individual needs in terms of their

goals, the pace at which they learn, the modes of communication they prefer, their motivations for learning, the stimulations they respond to, the prior learning aptitudes they bring, physical and sensory differences (e.g., sight, hearing) and the manner in which they can demonstrate what they know and can do.

Our learning delivery technologies and our course designs can be customized to meet the needs of individual learners. The needs of individual learners, as well as the diverse needs of individual professions, businesses, industries, cultures and society at large, must be accommodated, as appropriate. There are limits, in terms of economies, course requirements, time and access, but there is so much more that can be done with the aid of tools and process technologies to improve the quality of education for each learner.

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