ROLE AND PLACE OF TECHNOLOGIES WEBINAR IN COOPERATION OF THE EDUCATIONAL PROCESS OF THE BRANCHES OF THE TASHKENT MEDICAL ACADEMY

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Abstract
This article outlines the theoretical and practical aspects of using webinar technologies as an innovative form of education in the context of the formation of the information society. Models for the implementation of webinars in educational practice are presented in order to increase the effectiveness of education of students in the healthcare system. The proposed recommendations can be used in organizing the educational process in the system of distance education, including in the system of advanced training and professional retraining.
Conclusion: When using distance learning, it is recommended to use almost all elements of the pedagogical and technological line: motivational and installation, informational, explanatory. When compiling the calendar-thematic plan of webinars, it is recommended to provide for several models for their implementation: individualized, network and mixed. When implementing the task of ensuring the quality of the educational process, lectures, in on-line mode, are recommended to be organized strictly on problematic topics with the participation of leading teachers. An important feature of webinars is that they can be "embedded" in the calendar-thematic lesson plan both in the form of on-line communication between the teacher and the student at the webinar, and in the form of quality control over students' independent work using the distance education system.

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The Constitution of the Republic of Uzbekistan guarantees citizens the right to education. This right is exercised in accordance with the Law of the Republic of Uzbekistan "On Education" [7]. In this regard, taking into account the needs and capabilities of the individual, it can also be implemented remotely. To this end, our country is actively developing high-quality electronic learning materials that meet domestic programs and standards.

The "Concept of equipping modern educational institutions, taking into account the deepening of the integration of educational institutions into a single information space" states that the creation of a single educational information environment in the Republic of Uzbekistan will improve the quality of education, provide equal opportunities for education at all levels and levels, integrate the information space of the Republic of Uzbekistan in the global educational space.

The modernization of the education sys-tem in Uzbekistan sets the task of introducing innovative teaching methods and is focused on realizing the high potential of computer and telecommunication technologies, including distance learning technologies with indirect (at a distance) interaction between a student and a teacher. The widespread introduction of methods and technologies of distance education systems in Uzbekistan is regulated by state educational programs. From the state point of view, the main advantage of distance learning is that it simultaneously contributes to both increasing the efficiency of educational systems and reducing the cost of their maintenance.

On measures for the further development of the higher education system Distance learning is naturally integrated into the real system of education of universities, improving and developing it by creating a mobile information learning environment, expanding the network of educational structures in Uzbekistan and abroad. An important factor in the development of modern education is the formation of students' skills and abilities of independent cognitive activity using modern and promising information technology tools. This approach provides a fundamentally new level of access to education, equal educational opportunities for the widest sections of the population while maintaining its quality.

A comprehensive system of distance education to improve vocational education includes: building a knowledge management system; organization of an educational portal; qualified teaching staff; training, evaluation and testing of trainees.

Conducting video and television lectures, round tables, computer video conferences, the possibility of frequent, up to daily, online consultations with the teacher make the interaction of students with teachers even more intense than in the traditional form of education. Intensive telecommunication interactions between students and with teachers make it possible to

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conduct electronic seminars, business games, etc.

One of the effective and popular tools of the distance education system are webinars, i.e. interactive seminars conducted via the Internet, which make it possible to involve specialists of the highest level in teaching activities, which makes it possible to obtain high-quality knowledge for full-time and part-time education.

A webinar is a neologism word, one of the types of a web conference, and it has its own characteristics. The term "webinar" (English: webinar - web-based seminar) is translated as "a seminar organized on the basis of web technologies", but in modern educational practice it is interpreted widely and is used to refer to various online events and learning tools: seminars, conferences, discussions, meetings, presentations, and in some cases - trainings, network broadcasts of certain events. For example, during a web conference, each of the participants is at their own computer, and communication is usually one-way.

Webinar technology allows you to organize two-way communication during the re-port in real time, listeners may have questions that are most often asked via chat or using a webcam, while the duration of the webinar is no more than 1-2 hours. The technology of conducting webinars is very promising for organizing a learning model using distance learning technologies for forms of blended learning, which includes a combination of various forms and styles of learning, monitoring the educational process using e-learning technologies [13].

The use of new information technologies radically transforms the education system, makes it possible to prepare the younger generation for life and professional activity in the new conditions of the emerging global information society [12].

The first real-time text communication systems, such as IRC, appeared very early in the history of the Internet, in the late 1980s. Web chat and instant messaging software saw the light of day in the mid-1990s. The first full-fledged conferencing capability appeared in the late 1990s, after which many other real-time communication tools were developed.

In the early years after the advent of the Internet, the term "web conference" was often referred to as a forum thread or bulletin board. Later, the term acquired the meaning of communication in real time. Currently, the webinar is being used as part of the distance learning system.

The use of webinars is becoming a promising direction in the development of distance learning systems around the world [1].

The basis of the webinar technology is an on-line conference (video conference). As an independent form of training, the webinar became widespread when the creators of specialized software made significant changes to the interface, built in various tools that provided visibility and interactivity, as well as conditions for collaboration between users remote from each other.

The key factor in the popularity of a webinar in educational activities is the possibility of real-time communication in the form of a chat (video chat) using presentations, on-line polls, etc. [10].

Webinars also gained their popularity due to the relatively low cost of organization and the effectiveness of training. For educational institutions wishing to conduct webinars, there is a wide range of platforms and services that provide both the ability to broadcast and record a webinar, as well as a variety of feedback tools. At the same time, there is no need for webinar participants to install specialized programs on their personal computers. At the same time, teachers and students can hear and see each other, being at a distance from each other and interacting via the Internet.

Modern webinar software is constantly being improved. Having mastered the webinar technology, teachers receive a tool for con-ducting interactive training sessions. For students, this technology creates significant benefits in terms of saving time and other resources, as it allows them to join the interactive educational process at a convenient time and place.

At the same time, conducting a successful webinar requires certain skills from teachers and compliance with a number of conditions and rules, which is not always consistent with the experience of conducting classroom training events [3].

In the educational system using distance learning, a variant of using webinar technology based on the freely distributed software product Open Meetings, which is integrated with LMS based on Moodle [6], has already been implemented. This provides an opportunity to include the webinar as part of the interactive elements of distance learning courses developed by teachers. Webinar platforms are also considered the most promising.ru, which has a number of advantages of interface components. A wide range of software market offers for webinars and the low information content of their characteristics actualizes the problem of choosing the best option for using this technology in the educational process.

The development and continuous improvement of online learning expands the capabilities of the modern

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modern educational system through the organization of open and distance education, which has many years of world experience. The study of modern international experience in organizing distance learning makes it possible to get acquainted with the latest Internet platforms as a tool for modernizing the education system [11].

In October 2003, a pilot project was implemented on a distance education system using videoconferencing in the field of military medicine and disaster medicine. Within the framework of the project, a corporate medical network was to be built between the Central Clinical Military Hospital (Tashkent), the Fergana Military Hospital, the Republican Center for Emergency Medical Care (Tashkent. The project was sponsored by the NATO Partnership for Peace program.

Since 2005, distance education technologies have been used on the basis of the Andijan Medical Institute. As part of the project to introduce these technologies into the learning process, a network was created that allows broadcasting the progress of operations directly in the classroom and lecture hall. In addition, these technologies are regularly used for thematic video lectures from Moscow, Germany and other countries. Teleconsultations are regularly held with colleagues from Russia and Germany in real time via videoconferencing technologies.

Since 2006, videoconferencing technologies have been used in the Scientific Center of Surgery. ICT technologies are mainly used for conducting seminars with the use of "case studies" aimed at analyzing seriously ill children with colleagues from the Scientific Center for Cardiovascular Surgery. Bakulev RAMS, Scientific Center of Surgery RAMS, etc.

At the same time, the analysis of the experience of conducting webinars allows us to identify a number of problems that affect the effectiveness of their use in the learning process: technical (primarily poor quality of communication channels, Internet speed); motivational, psychological (readiness to master new means of information and communication technologies); organizational (availability of organizational conditions for holding and participating in webinars); competency -based (the level of ICT competence of specialists in the education system).

In order to minimize the risks caused by these problems, it is necessary to provide three models for the implementation of webinars in the activities of educational institutions: individualized, network and mixed.

The technology of conducting webinars involves the sequential implementation of four stages:

- organizational;
- preparatory;
- educational;
- final.

Thus, the analysis showed that the essence of webinars in cooperating the educational process with branches of the Tashkent Medical Academy determines a number of their advantages: efficiency, accessibility, mobility, interactivity, convenience, information content.

Among the possible factors that reduce the effectiveness of their use, it is necessary to single out, first of all, such as technical (low quality of communication channels, Internet speed) and motivational, psychological (readiness to master new means of information and communication technologies). It should also be noted about organizational problems (avail-ability of organizational conditions for holding and participating in webinars), competence (the level of ICT competence of specialists).

In order to minimize the risks caused by these problems, we put forward the following recommendations:

1. When using distance learning, it is recommended to use almost all elements of the pedagogical and technological line: motivational and installation, informational, explanatory (explanatory and consulting), controlling, corrective, etc.

2. When compiling the calendar-the-matic plan of webinars, it is recommended to provide for several models for their implementation: individualized, network and mixed (with tutor support in TMA branches).

3. When implementing the task of ensuring the quality of the educational process, lectures, in on-line mode, are recommended to be organized strictly on problematic topics with the participation of leading teachers, i.e. to implement object-oriented learning based on modern means of information and communication technologies.

4. An important feature of webinars is that they can be "embedded" in the calendar-thematic lesson plan both in the form of on-line communication between the teacher and the student at the webinar, and in the form of quality control over students' independent work using the distance education system.

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