

BENEFITS OF E-LEARNING

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The article gives brief information about e-learning system and its profits that belong to this system in the way of educational process to reap the goals. Distance learning requires numerous steps, deals to reach the expected results, as it would be impossible to gain successful consequence by only placing information on the slides. Thus, this paper embodies numerous vital factors to be followed while utilizing distance learning system.

Introduction. Since ancient times, people wanted to know about nature, the explanation of natural phenomena, understanding the language of animals. In Ancient Greece and Ancient Rome, children of noble families were trained in special schools, where they could be educated in mathematics, history, diplomacy and politics. In medieval Europe, families invited tutors to their houses in order to train their children. Accessibility of such teaching was difficult to reach the waited result. At present, the growth of high technologies give you a chance being educated in spite of financial status, social status or age. Rapidity of developed world demands usage of the fastest as well as the cheapest way of generation and transmission of cognition.

Task formation and methods of research. E-learning is an independent form of learning and it is a term used in relation to a wide range of educational programs and courses, ranging from refresher courses without accreditation to accredited higher education programs that enable learners to closely interact with their tutors and fellow students, as is the case with full-time study. In distance learning course an interactive electronic facility, information delivery, especially internet and corporate networks of companies are used, but one can not exclude other ways, such as CDs. E-learning system includes software and hardware solutions. It requires a special database, which contains learning content and monitoring system.

Results, their discussion and perspectives. Psychological readiness acts as a new formation, which manifests itself in preschool age, it is necessary for a child to adapt to dramatically changing social conditions in children's groups and his family. The system of requirements imposed by school determines the essence of psychological readiness. Such requirements include management of one's own actions, meaningful attitudes towards learning and school attributes, and establishing relationships with peers and adults in joint activities. Eventually, a child has to behave from the sense of identity as a subject of learning-related activity.

There are the following components of psychological readiness: **motivational, intellectual, emotional-volitional**. To achieve good results at school a child, first, should have the willing to study, that is, to be motivated to study at school. One of the main tasks for preschool institutions is to create a motivational sphere for the start of the school year. However, the concept of "motivational readiness" includes not only a child's desire to go to school, but also his understanding of rules and degree of readiness for their acceptance. Only an awareness of one's own actions can induce a child to carry out duties he will acquire in transition to a new social environment, systematically and conscientiously, and for this purpose, it is necessary to form strong and stable motives at the preschool institution.

Unfortunately, sometimes preschool children who have a good level of mental development in primary school may fall into the category of **low-performing pupils** and those who do not succeed. The main reason for this phenomenon is their "immaturity", the lack of adequate learning motives.

A large number of authors (L.I. Bozhovich, N.I. Gutkina, M.V. Matyukhina, L.S. Slavina, A.K. Markova, T.A. Nezhina, V.D. Shadrikov, etc.) in their research papers focus not only on the child's intellectual sphere, but also on the personal development sphere. Motives accompany a child's life at every stage of his activity, constituting its foundation. The child will not start the activity if the choice is not determined. Thus, the type of motive will depend on the activity and its result. In addition, the child's assessment of himself, the result of his activities depends on the nature of the motive [1].

Motivational readiness is a child's willingness to learn, the desire to acquire knowledge, to get a new social role. According to the research by L. I. Bozhovich, by the time a child enters school he should have already formed adequate motives for learning activities. The child must be ready to become a subject of learning activity, that is, to gain consciousness in the performed activity. Learning is his desire, not the oppression

of his parents and people around him. Speaking about the motives of a first-grader, his main motives should be cognitive and social, as well as achievement motives [2]. Summarizing the above mentioned, it is possible to say that motivational readiness includes positive ideas about school, a desire to learn in order to gain knowledge, cognitive skills, as well as a formed position of the pupil [3]. What exactly provides this readiness? According to L. I. Bozhovich, a child's necessary component of readiness for school education is the formation of an internal position of a pupil.

The pupil internal position is the degree of a child's awareness of himself as a subject of educational activity, and his attitude to systematic, targeted schooling, which influences his behavior in a learning-related situation. The formation of this position in an upper preschooler is manifested through his positive attitude to school and its attributes, it creates new needs, due to which at school a child will be ready for systematic, new, serious, socially significant activities. In addition, if an internal position of a pupil has not been formed or it is unattractive for him, then the activity performed by him will not cause interest. The upper preschool age is sensitive for the formation of an internal position of a pupil.

In our study, we use the classification of motives proposed by A. N. Leontiev, which implies both the possibility of measuring them as a result of testing and emphasizes their close interconnection. The scientist identifies the following types of motives that in the future may determine the attitude of preschoolers to learning:

- social - external motives aimed at communication with other people, at desire to enter into a new social role - a pupil's role;
- educational (cognitive) - internal motives aimed at the subject of study, focus on acquisition of knowledge, desire to learn in order to obtain knowledge;
- assessed - based on the need for social approval of an adult, his praise, positive assessment;
- positional - based on a child's interest in school attributes, a new situation, a social role;
- external - manifested in a child's unwillingness to attend school, and to do it out of necessity, because adults demand it from him;
- *game-related* – inadequate to learning activities [4].

In the Education Code of the Republic of Belarus, the "age limit" of systematic education in a comprehensive school is marked as following: "Children who are six years old or more are admitted to the 1st grade on September 1 of the corresponding academic year" (Code Article 159) [5]. That is, a child can go to school at the age of seven. Therefore, in the institution of preschool education, there are senior groups with both 5-6 year old children and 6-7 year old.

We assume that there is an interconnection between the formation of motivational readiness components and the child's age. The purpose of our research is to study the age characteristics of the children's motivational readiness to schooling. Our research involves the children of the senior group - 30 children. The senior group is 15 kids, the second year of the senior group is 15 children.

The method of M. R. Ginzburg "Determining Study Motives" was chosen for the research of upper preschool children motivational readiness for school. The results of the research are presented in the table.

Table. – Testing of Learning Motives

Age	Motives					
	External	Educational	Game-related	Assessed	Social	Positional
6-7 years	13%	27%	7%	13%	33%	7%
5-6 years	13%	7%	27%	20%	13%	20%

According to the received data, we can conclude that the 5–6-year-old children of the senior groups use the following leading motives: game-related, assessed, and positional, which confirms our assumption that motivational readiness has not yet sufficiently formed. In the second year of the senior groups (6-7 years), the dominant motives are social and educational, that is, the prerequisites for acceptance of a new social position of a pupil are almost ready and the motivational readiness is adequately formed. Sufficient development of educational (cognitive), social, and assessed motives will have a positive impact on academic achievement. These motives should be developed in a complex in order to achieve an optimal result, therefore special attention should be paid to studying motivational readiness for school education.

Conclusion. Thus, the motivational sphere is the core of a personality. Building a strong foundation in the form of an internal position of a pupil, well-formed adequate motives, we thereby help a child to prepare for further successful learning at school. If a child does not have the learning motives by the end of preschool age, it will be harder for him to study at school: adapting to new conditions, group, responsibilities - all this can lead to school maladjustment. The received data presumes the need for optimization of the process of motivational readiness formation, taking into account the age characteristics of children.

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