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QUALITY MONITORING MECHANISMS IN THE DISTANCE EDUCATION SYSTEM

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Abstract

This article is dedicated to the mechanisms for ensuring quality monitoring in distance education systems. The rapid development and widespread adoption of distance learning have increased the need for continuous quality control. This study analyzes the theoretical foundations, modern tools, and methodologies of quality monitoring. In particular, mechanisms such as electronic platforms, automated systems for collecting learning outcomes, online tests, data analysis tools on student activity, and pedagogical assessment methods are examined for effective observation and evaluation of the learning process. The article also discusses challenges in the quality monitoring process and methods for addressing them. The research results provide practical recommendations for improving the quality of distance education, optimizing the learning process, and assessing the efficiency of educational systems. This work serves as an important resource for scientific and practical studies aimed at enhancing quality monitoring systems in distance learning.

Keywords: Distance education, quality monitoring, learning process, electronic platforms, assessment mechanisms.

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Introduction

MASOFAVIY TA’LIM TIZIMIDA SIFAT MONITORINGINI TA’MINLASH MEXANIZMLARI

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Annotatsiya:
Ushbu maqola masofaviy ta’lim tizimida sifat monitoringini ta’minlash mexanizmlari masalasiga bag‘ishlangan. Masofaviy ta’limning jadal rivojlanishi va keng tarqalishi ta’lim sifatini doimiy ravishda nazorat qilish zaruratini kuchaytirgan. Mazkur ishda sifat monitoringining nazariy asoslari, zamonaviy vositalari va metodologiyalari tahlil qilinadi. Shu jumladan, o‘quv jarayonini samarali kuzatish va baholashda elektron platformalar, o‘quv natijalarini avtomatlashtirilgan tarzda yig‘ish tizimlari, onlayn testlar, talabalar faoliyati bo‘yicha ma’lumotlarni tahlil qilish vositalari va pedagogik baholash metodlari kabi mexanizmlar ko‘rib chiqiladi. Maqolada shuningdek, sifat monitoringi jarayonida yuzaga keladigan muammolar va ularni bartaraf etish usullari ham muhokama qilinadi. Tadqiqot natijalari masofaviy ta’lim sifatini oshirish, o‘quv jarayonini optimallashtirish hamda ta’lim tizimining samaradorligini baholashga xizmat qiladigan amaliy tavsiyalarni taqdim etadi. Ushbu ish masofaviy ta’limda sifat monitoringi tizimlarini takomillashtirishga qaratilgan ilmiy-amaliy tadqiqotlar uchun muhim manba bo‘lib xizmat qiladi.

Kalit so‘zlar: masofaviy ta’lim, sifat monitoringi, ta’lim jarayoni, elektron platformalar, baholash mexanizmlari.

Introduction

In the conditions of the rapid development of the modern education system, distance learning (online learning) has become an integral part of the educational process. As a result of global technological development, the expansion of Internet resources and the popularization of digital platforms, distance learning

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systems not only create convenience for students and teachers, but also raise the issue of ensuring the quality of education as an urgent problem.

The effectiveness of distance learning is determined not only by the content and interactivity of educational programs, but also by the presence of mechanisms for continuous monitoring and evaluation of the educational process. Quality monitoring is a complex process aimed at increasing the effectiveness of distance learning through systematic observation and evaluation of the educational process, learning outcomes and student activity. Therefore, effective quality monitoring mechanisms play an important role in ensuring the quality of the educational process, optimizing pedagogical activities and increasing the reliability of educational platforms.

Today, quality monitoring in distance learning systems requires the use of various tools and methods. These include electronic platforms, online testing and assessment systems, tools for collecting and analyzing student activity data, as well as pedagogical assessment methods. The harmonious operation of these mechanisms ensures a high level of educational quality and allows for the rapid identification of shortcomings in the educational process.

The purpose of the article is to identify mechanisms for ensuring quality monitoring in the distance education system, analyze their effectiveness, and develop practical recommendations. This study highlights the theoretical and practical aspects of continuous quality control in the distance education process and offers new approaches that serve the development of the education system.

Methods

This study used a combination of qualitative and quantitative research methods to study and evaluate mechanisms for ensuring quality monitoring in the distance education system. In the research process, first of all, a set of monitoring tools and technologies used in distance education platforms was analyzed, their effectiveness and convenience were assessed. Electronic testing systems, tools for collecting and automated analysis of data on student activity, as well as pedagogical assessment methods were used as the main tools to determine the quality of the educational process. During the data collection process, the

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opinions of teachers and students were studied through online questionnaires and interviews, which helped to determine the practical effectiveness of quality monitoring. The study also used analytical platforms that allow for real-time data monitoring and analysis of learning outcomes, which ensured that quality monitoring mechanisms provided quick and accurate results. The results of the study were also presented visually using statistical tools and graphical analysis, which made it possible to identify strengths and weaknesses in the educational process. Thus, the methodology included an integrated approach aimed at continuous monitoring and optimization of the quality of distance learning and guaranteed the scientific validity of practical results.

Results

The results of the study are aimed at determining the effectiveness of quality monitoring mechanisms in the distance education system. During the study, questionnaires and interviews were conducted with the participation of 200 students and 30 teachers, as well as automated analysis of student activity and assessment results on electronic platforms. The data obtained allowed us to assess the effectiveness of quality monitoring mechanisms, student activity and teachers' experience of using them.

Table 1. Student activity and efficiency of using distance education platforms (%)

Platform Type	Number of students	Activity tracking efficiency (%)
Electronic Testing Systems	120	88
Video Tutorials and Webinars	150	75
Interactive Forums	100	68
Analytic Monitoring Tools	90	82

As can be seen from Table 1, electronic testing systems are the most effective tool for monitoring student activity (88%). Analytical monitoring tools also

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showed high efficiency (82%), but showed a slightly lower indicator compared to interactive forums and video lessons. These results indicate that the effectiveness of quality monitoring depends on the integrated operation of technological tools.

Diagram 1. Distribution of quality monitoring mechanisms used by teachers (%)

• Electronic testing systems – 40%
• Analytical platforms – 25%
• Online questionnaires and interviews – 20%
• Forum and chat monitoring – 15%

The results of Diagram 1 show that electronic testing systems are most widely used among teachers (40%). Analytical platforms and online questionnaires allow teachers to obtain systematic information on student activity, but forum and chat monitoring are used relatively rarely (15%). This confirms that technological tools are a key tool for effective quality monitoring.

Table 2. Rate and effectiveness of teachers' use of quality monitoring tools (%)

Tool Type	Speed (%)	Efficiency (%)
Electronic Testing Systems	90	88
Analytic Platforms	85	82
Online Surveys	70	75
Forum and Chat Monitoring	60	68

The results in Table 2 show that teachers have the opportunity to improve the learning process by quickly and effectively using electronic testing systems. Analytical platforms also provide comprehensive monitoring, but are somewhat slower. Online surveys and forum monitoring serve to obtain additional information, but technological platforms are the main tool.

Diagram 2. Correlation between student activity and assessment results (%)

• High activity + High grade – 65%

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• High activity + Average grade – 15%
• Low activity + Average grade – 10%
• Low activity + Low grade – 10%

Diagram 2 shows that there is a clear positive correlation between student activity and assessment results. Students with high activity often receive high grades, which confirms the effectiveness of quality monitoring mechanisms. At the same time, cases of low activity and low grades are rare, which increases the ability of the monitoring system to quickly identify shortcomings in the educational process.

In general, the results of the study clearly demonstrate the effectiveness of quality monitoring mechanisms in distance education and confirm the need for their widespread implementation. The information obtained through tables and diagrams can be used as practical guidance in making pedagogical decisions and optimizing the educational process.

Mechanisms for ensuring quality monitoring in the distance education system allow for effective monitoring and evaluation of the educational process. The results of the study showed that electronic platforms, automated testing systems, and analytical tools serve to quickly determine student performance and learning outcomes. At the same time, some technological limitations, differences in the qualifications of teachers and students, as well as difficulties in collecting and analyzing data can reduce the effectiveness of quality monitoring. To overcome them, the introduction of modern platforms, the organization of advanced training programs for teachers and students, as well as the widespread use of automated analytical tools are of great importance. The study showed that the systematic and effective use of quality monitoring mechanisms plays an important role in improving the quality of distance education, optimizing the learning process and ensuring the reliability of the education system.

CONCLUSION

The rapid development of distance education systems is increasing the need for continuous monitoring and assessment of the quality of education. The results of

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the study show that effective quality monitoring mechanisms are important for increasing the efficiency of the educational process, improving student knowledge and optimizing pedagogical activities. Technological tools such as electronic testing systems, analytical monitoring platforms, online questionnaires and interviews allow real-time monitoring of student activity and serve as a systematic analysis of the results.

The analysis showed that the quality monitoring mechanisms used by teachers create a positive relationship between student performance and assessment results. Electronic testing systems and analytical platforms provide the highest efficiency, while online questionnaires and forum monitoring serve as an additional source of information. At the same time, the methodological experience of teachers in the quality monitoring process, the correct integrated use of technological tools, and the ability to analyze the data obtained determine the success of the process.

In practice, effective organization of quality monitoring is carried out through the integrated use of educational platforms, regular monitoring and evaluation of student activity, as well as making pedagogical decisions based on the results of monitoring. The results show that quality monitoring, when implemented systematically and integratedly, significantly increases the effectiveness of distance learning and guarantees the quality of education.

In general, quality monitoring mechanisms in the distance education system are an important tool for improving the quality of the educational process, optimizing pedagogical activities, and ensuring a higher level of student knowledge. The research results have value as a scientific basis for improving quality monitoring systems in practice, introducing new approaches, and continuously improving the quality of distance education.

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