

# BRITISH VIEW

MULTIDISCIPLINARY JOURNAL



Anthropologie, Applied Linguistics, Applied Physics, Architecture, Artificial Intelligence, Astronomy, Biological Sciences, Botany, Chemistry, Communication studies, Computer Sciences, Computing technology, Cultural studies, Design, Earth Sciences, Ecology, Education, Electronics, Energy, Engineering Sciences, Environmental Sciences, Ethics, Ethnicity and Racism Studies, Fisheries, Forestry, Gender Studies, Geography, Health Sciences, History, Interdisciplinary Social Sciences, Labour studies, Languages and Linguistics, Law, Library Studies, Life sciences, Literature, Logic, Marine Sciences, Materials Engineering, Mathematics, Media Studies, Medical Sciences, Museum Studies, Music, Nanotechnology, Nuclear Physics, Optics, Philosophy, Physics, Political Science, Psychology, Publishing and editing, Religious Studies, Social Work, Sociology, Space Sciences, Statistics, Transportation, Visual and Performing Arts, Zoology and all other subject areas.

### **Editorial board**

**Dr. Marcella Mori** Agrochemical Research Centre, Sciensano, Brussels, Belgium.

**Dr. Sara Villari** Istituto Zooprofilattico Sperimentale della Sicilia, Palermo, Italy.

**Dr. Loukia V. Ekateriniadou** Hellenic Agricultural Organization, Thessaloniki, Greece.

**Dr. Makhkamova Feruza** Tashkent Pediatric Medical Institute Uzbekistan

**Prof. Dr. Xhelil Koleci** Agricultural University of Tirana, Albania.

**Prof Dr. Dirk Werling** The Royal Veterinary College, London, UK.

**Dr. Otabek Yusupov** Samarkand State Institute of Foreign Languages

**Dr. Alimova Durdona** Tashkent Pediatric Medical Institute

**Dr. Jamol D. Ergashev** Tashkent Pediatric Medical Institute

**Dr. Avezov Muhiddin Ikromovich** Urgench branch of Tashkent Medical Academy

**Dr. Jumaniyozov Khurmatbek Palvannazirovich** Urgench state university

**Dr. Karimova Aziza** Samarkand Institute of Economics and Service

**Dr. Rikhsikhodjaeva Gulchekhra** Tashkent State Transport University

**Dr. David Blane** General Practice & Primary Care, University of Glasgow, UK

**Dr Raquel Gómez Bravo** Research Group Self-Regulation and Health, Institute for Health and Behaviour, Department of Behavioural and Cognitive Sciences, Faculty of Humanities, Education, and Social Sciences, University of Luxembourg, Luxembourg

**Dr. Euan Lawson** Faculty of Health and Medicine, University of Lancaster, UK

**Dr. Krsna Mahbubani** General practice, Brondesbury Medical Centre/ University College London, UK

**Dr. Patrick Redmond** School of Population Health & Environmental Science, King's College London, UK

**Dr. Lecturer Liz Sturgiss** Department of General Practice, Monash University, Australia

**Dr Sathish Thirunavukkarasu** Department of Global Health, Population Health Research Institute, McMaster University, Canada

**Dr. Sarah White** Department of Biomedical Sciences, Macquarie University, New Zealand

**Dr. Michael Gordon Whitfield** NIHR Health Protection Research Unit in Healthcare-Associated Infections and Antimicrobial Resistance, Imperial College London, UK

**Dr. Tursunov Khatam Andijan** State Medical Institute Uzbekistan

Manuscripts typed on our article template can be submitted through our website here. Alternatively, authors can send papers as an email attachment to [editor@britishview.co.uk](mailto:editor@britishview.co.uk)

Editor Multidisciplinary Journals

Website: <http://britishview.co.uk>

Email: [editor@britishview.co.uk](mailto:editor@britishview.co.uk)

## **MODELING CLOUD TECHNOLOGY STRUCTURES IN THE EDUCATIONAL PROCESS**

**Mambetkarimov Bayniyaz Meyrmanovich**

Nukus State Pedagogical Institute named after Azhiniyaz,  
Nukus city, Uzbekistan

**Abstract:** Horwich was taught by Professor perpetuating Ilim Islamida PTE (Personal Teaching Environment) and PLE (Personal Learning Environment) Nin bir a number of functional possibilities of ethylgan research. In this article, we will tell you how to create a business, and how to develop it, and how to develop it, and how to improve your skills and customer service skills. In this article, the functions of creating, storing and deploying electronic educational resources, as well as providing access to the resources of students and teachers and supporting communication between them, as well as modeling of cloud technology structures in the educational process, are formed.

**Keywords:** Pedagogy, teacher, student, technology, universality, flexibility, variability, multidimensionality, cyclicalitay.

**The actuality of the topic:** One of the important elements of the teaching process is the control of the knowledge, skills and abilities of the students [4].

Taking into account the identified shortcomings of the true assessment of students' knowledge and their elimination, developing an operational system that monitors the possibility of assessment on the basis of artificial intelligence, - improving the teaching process and effective formation is one of the important issues of modern education [5].

Learning Platform Depending on the application environment, learning platforms are classified as mobile and web-based for organizing learning [1]. A web-based educational platform involves placing all its functions and resources on the network, storing them and delivering them using a web browser, an example of such

a platform is PLE. The resource function is responsible for the creation, maintenance and deployment of e-learning resources and tools. The interactive audience, in turn, provides access to the resources of the students and the teacher and supports communication between them [6].

**Main section:** The construction of the teacher's PTE includes the determination of the optimal set of components that ensure the full operation of the system, and as long as their components are:

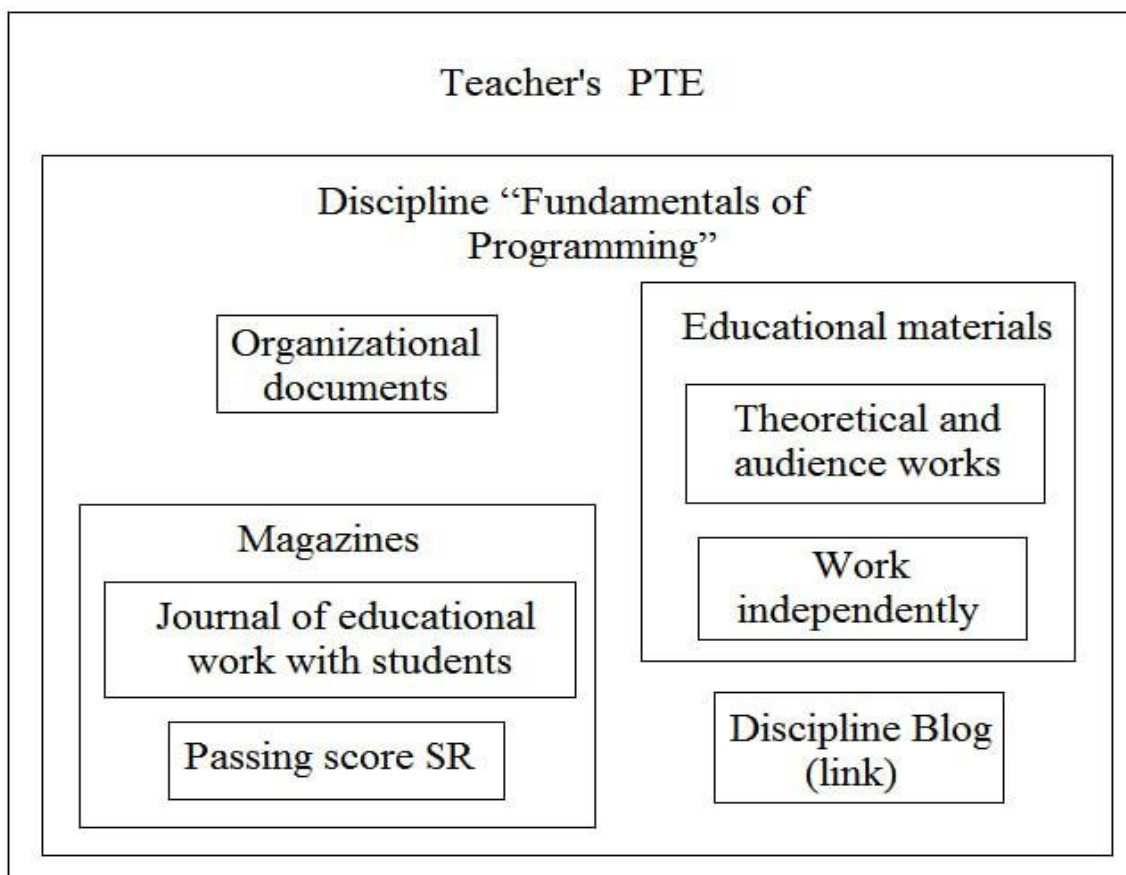
- technological (maintenance of information resources of the environment and is responsible for their use and communication with subjects of the educational process);
- resource (electronic presentation placed in the environment represents educational content in formats);
- organizational (administrative (later, study group) and teacher (study discipline) allows to ensure the implementation of educational process management functions).

In the implementation of the considered components, the interaction between the teacher and students can be realized, it is important that the structure and content of the PLE is not difficult for the user, including learning tools and structured content, learning organization tools, learning tasks [2-3]. An integrated system that allows the user to combine several services is needed, so the PLE is a set of tools that the user is responsible for managing [7]. The analysis of the data sources concluded that there is no uniform structure of the teacher's PTE and the student's PLE. The general composition of the personal learning environment for the selection of components can be determined depending on the following factors:

- functions performed by tools (communication, information selection and systematization, material analysis, content creation, to monitor and diagnose knowledge);
- from external factors (corresponding to the results of Web 2.0 changes formation of PTE and PLE content from all types of cloud computing);

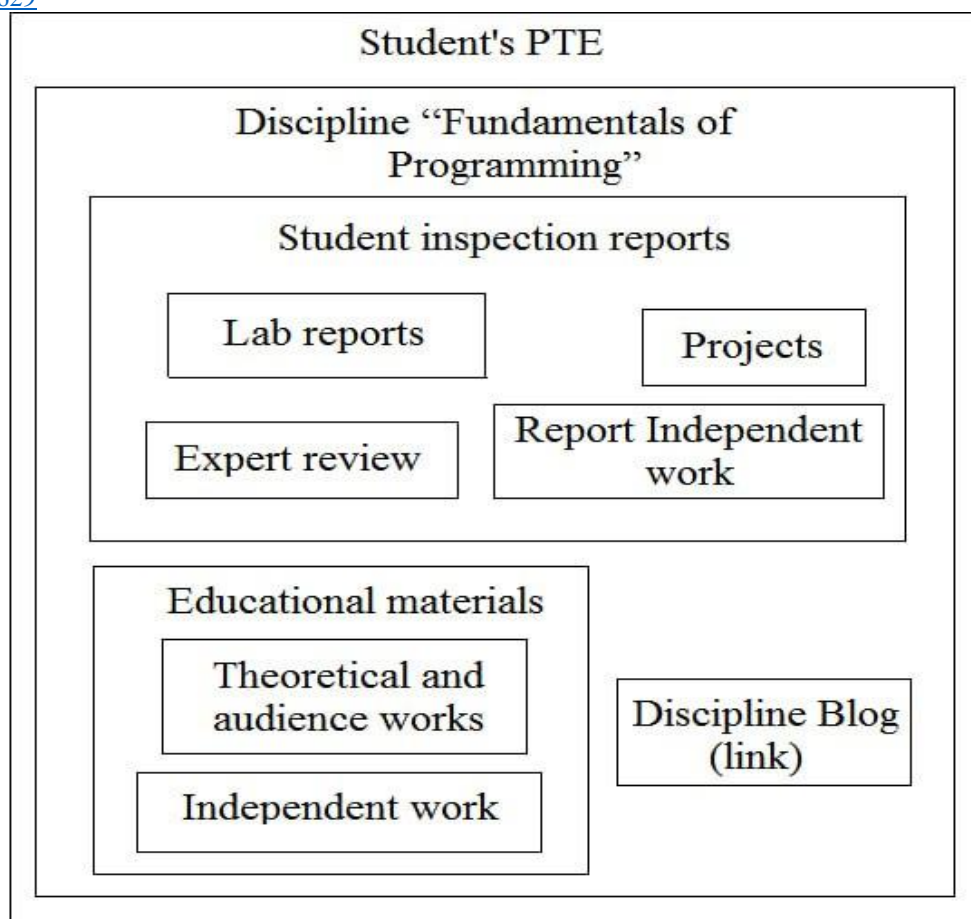
- about the personality of the author (acceptance of information and use of tools directed to appropriate channels to ensure ease of use);
- according to the author's goals (personal education, self for improvement and growth or to teach others).

Models of PTE and PLE structures that meet the requirements and are used in the organization of programming training are presented in Figures 1 and 2.



***Figure 1. Teacher PTE structure model***

The core of Teacher's PTE Structured Elements is a set of folders designed to host, create, and store online learning materials available to students taking a programming course. The structure model of the student's PLE also includes a set of folders responsible for placing and storing the learning material received from the teacher, laboratory, independent work and submitting the results of team work (creative projects).



**Figure 2. Student PLE structure model**

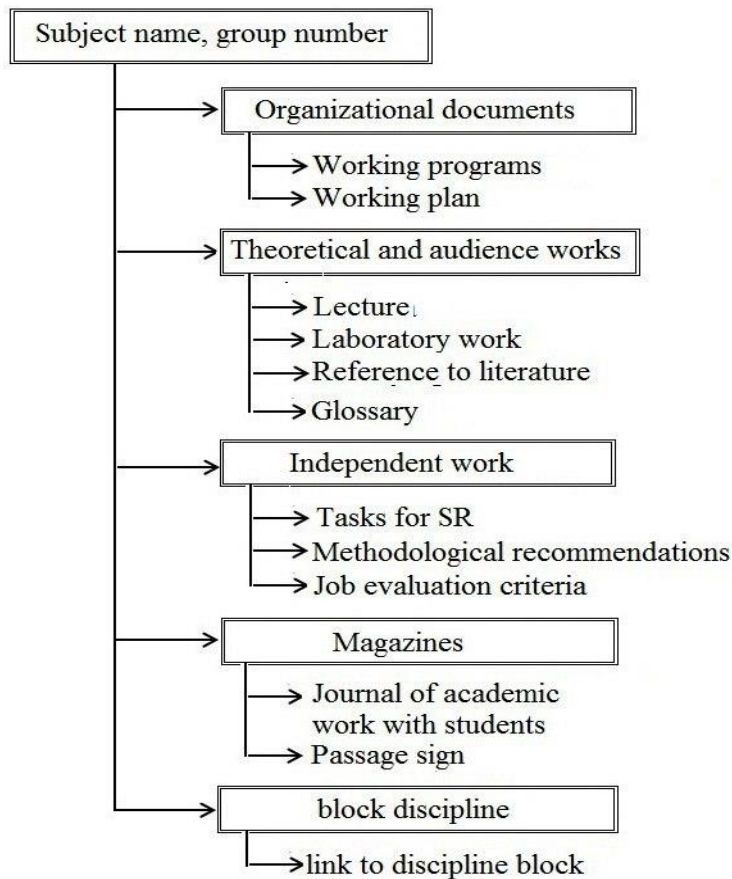
The main functions performed by a PTE teacher include:

- joint discussion of issues arising in the study of science organize to do;
- collective forms of joint work of students organization;
- management of students' educational activities (including independent activity);
- control of independent work of students.

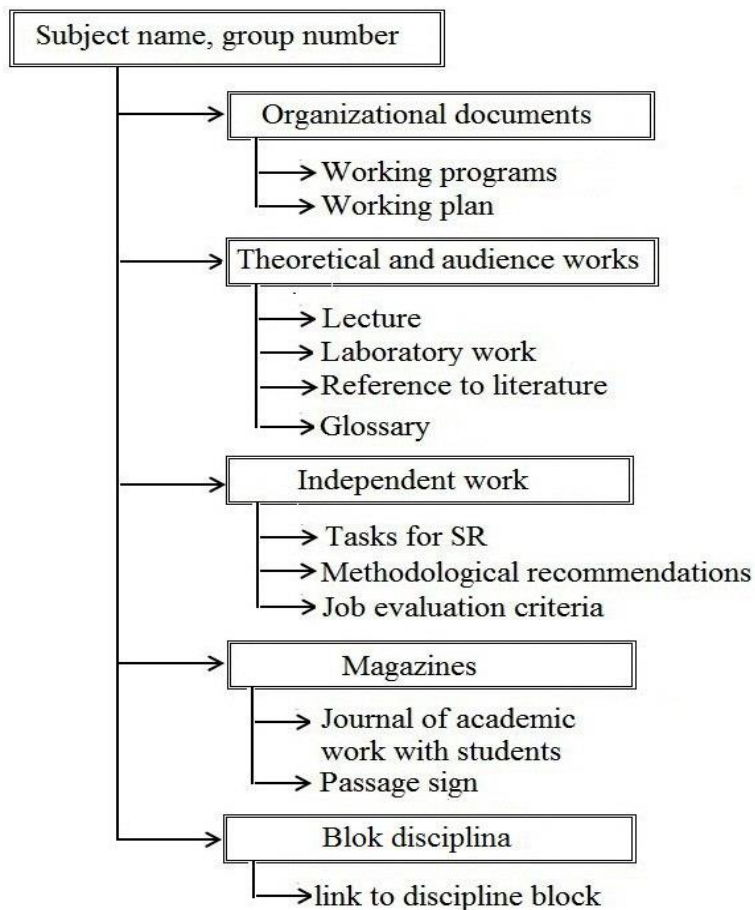
Key features for a PLE student include:

- creation and support of a personal learning environment, science collect the necessary materials for mastering;
- submit the finished work to the teacher for checking;
- Ability to "edit" for collaboration and peer viewing peer-to-peer association with "view-only" capability for output.

Implementation of requirements-responsive structures can be presented in the form of hierarchical structures (Fig. 3 and Fig. 4).



**Figure 3. Hierarchical structure of teacher PTE items**

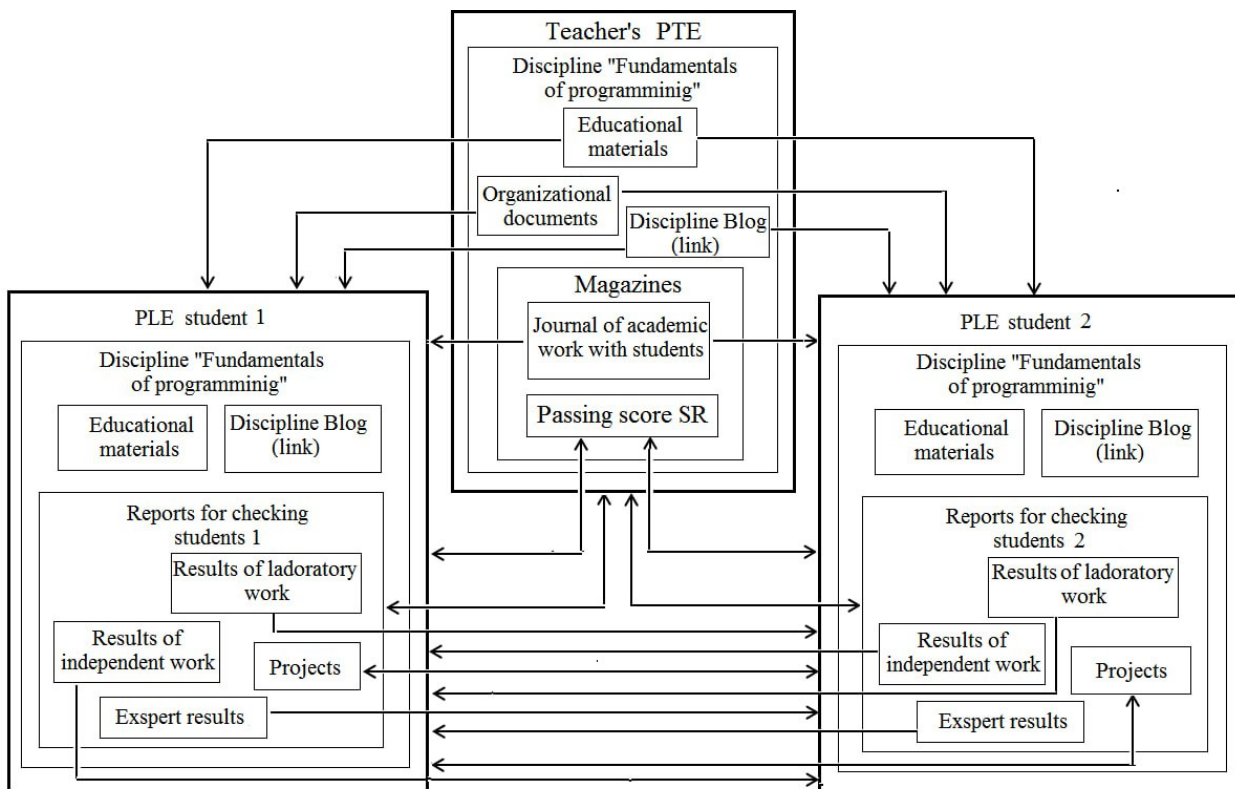


**Figure 4. Hierarchical structure of student PLE elements**

After the professors of higher education institutions analyzed the work of students, about the interaction of the educational environment at different levels, the optimal option of the model of interaction between the teacher and the student was determined by the students of higher education within the study of the programming discipline (Fig. 5).

In the presented model, the access type "View" for students is assigned to the following components of the teacher's PTE structure:

- organizational moments;
- educational materials (theory and classroom work, independent education);
- disciplinary blog (link to the blog);
- logs (student attendance log).



**Figure 5. Interaction model between teacher PTE and student PLE.**

Students who participate as experts evaluating the work performed by teammates will receive the "View" type of access to the files "Reports on laboratory work", "Reports on independent work", and students who perform joint work on the content of "Projects" will be given the type of access - editing.



The presented model of interaction between a PTE teacher and a PLE student in the organization of programming training allows creating, storing and distributing content, organizing joint activities, managing the student's educational activities and managing the student's environment.

**Conclusion:** It is relevant to create a methodology for organizing programming training for higher education students using personal cloud educational environments. Teacher interaction with students and between students requires consideration of models of cloud technology structures. The organization of teaching using the structure of PTE and PLE presented in this article allows to increase the effectiveness of the lesson.

### References:

1. K.K. Seytnazarov. K.I. Kalimbetov. The processes of organizing teaching students' algorithms and models/ academia: an international multidisciplinary research journal 11 (2), 527-533
2. K.K. Seytnazarov. K.I. Kalimbetov. Информатика фанини ўқитишда самарали методларни танлаб олишда қарорлар қабул қилиш тизими/ academic research in educational sciences 2 (cspi conference 1), 755-759
3. K.K. Seytnazarov. Development of decision-making algorithms based on irreversible mathematical calculations in the assessment of students' knowledge/ nveo-natural volatiles & essential oils journal| nveo, 13717-13723
4. K.K. Seytnazarov. Б.К. Туремуратова. Применение технологии искусственного интеллекта в системе дистанционного образования/ новости образования: исследование в XXI веке 1 (1), 176-185
5. K.K. Seytnazarov. K.I. Kalimbetov. Informatika fanini oqitishda samarali metodlarni tanlab olish va qarorlar qabul qilish dasturiy taminotini qayta ishlab chiqish/ FIZIKA, MATEMATIKA va INFORMATIKA ilmiy-uslubiy jurnal Toshkent, 88-98.

6. К.К. Seytnazarov. Н.С.Мухиятдинов, М.М. Урынбаева. Искусственный интеллект и его применение в принятии решений: методы, алгоритмы и перспективы/ Journal of Universal Science Research 1 (6), 72-79

7. К.К. Seytnazarov. К.И. Kalimbetov. Qat'iyimas bo 'lgan ma'lumotlarning ko 'pligi sharoitida otm talabalarining bilimni baholashda qarorlar qabul qilish/ Komputer texnologiyalari 1 (10).