



International Journal for Innovative Engineering and Management Research

A Peer Reviewed Open Access International Journal

www.ijiemr.org

COPY RIGHT



ELSEVIER
SSRN

2021 IJIEMR. Personal use of this material is permitted. Permission from IJIEMR must be obtained for all other uses, in any current or future media, including reprinting/republishing this material for advertising or promotional purposes, creating new collective works, for resale or redistribution to servers or lists, or reuse of any copyrighted component of this work in other works. No Reprint should be done to this paper, all copy right is authenticated to Paper Authors

IJIEMR Transactions, online available on 9th April 2021.

Link: <https://ijiemr.org/downloads/Volume-10/Issue-4>

DOI: 10.48047/IJIEMR/V10/I04/22

Title: **USING MOODLE TO BUILD AN E-LEARNING PLATFORM FOR THE AFTER-CLASS**

Volume 10, Issue 04, Pages: 85-87.

Paper Authors:

Khakimova Yoqutkhon Tokhirjon qizi¹, Madrahimov Shuhratjon Shukurovich², Ziyaev Sherali Abdulaziz oglu³, Muydinjanov Ziyodjon Rafiqjon oglu⁴,



USE THIS BARCODE TO ACCESS YOUR ONLINE PAPER

To Secure Your Paper As Per **UGC Guidelines** We Are Providing A Electronic Bar Code

USING MOODLE TO BUILD AN E-LEARNING PLATFORM FOR THE AFTER-CLASS

**Khakimova Yoqutkhon Tokhirjon qizi¹, Madrahimov Shuhratjon Shukurovich²,
Ziyaev Sherali Abdulaziz oglu³, Muydinjanov Ziyodjon Rafiqjon oglu⁴,
Kokand State Pedagogical Institute Faculty of Physics and Mathematics
Department of Mathematics and Informatics**

Abstract: The article argues that the introduction of the Moodle platform in the teaching of science in schools is new to many students in schools, effective in the field of education, due to the rigidity of traditional teaching materials, many students are interested in learning sluggishness, using a computer as a reading tool to convert many materials into multimedia and game formats, which leads to a high level of acceptance by students and thus increases motivation to read after class.

Keywords: Moodle Platform, E-learning, Multimedia, Course Management System, Teaching Methods, Primary School

Introduction

The development of Information Technology (IT) encourages the application of Information Technology in teaching activities. The shortcomings of traditional teaching methods can be overcome with the help of multimedia and the Internet. What benefits people use to learn the Internet throughout their lives has become an important issue in modern education. In this article, we explore the student-centered education system. The aim of our study is to increase students' interest in learning and to address the shortcomings of traditional teaching materials.

Following the trend of the information technology movement, e-learning has been introduced in the education system. The development of e-learning has enriched the learning materials on the Internet, which makes learning activities more effective for school students. Despite this e-learning trend, there were not enough websites designed for learning. Therefore, an e-learning system for school students has been developed. It was developed as a teaching tool to help students explore the field of e-learning after consulting with school teachers to identify the needs of teaching activities. In addition, the platform could be used after school so that students could practice more after class.

This article demonstrates the creation and effectiveness of an e-learning platform using Moodle. This platform is designed to help students improve their subjects. Learning

materials, which include counting, listening, speaking, reading and writing, are provided in multimedia form. By using the online community, students are encouraged to read more, thus reducing teachers' teaching responsibilities.

Teachers regularly provide additional materials uploaded to the platform to increase students' interest in learning subjects. Recent Research in Applied Computers and Computing The Moodle platform can be used to track student learning activities and achievement records. The platform also serves as a primary resource for after-class activities.

The development of the computer has reached the point where multimedia is one of the usual functions of the computer. Thus, the number of users of Information Technology in teaching and learning is growing, believing that the enriched content provided by multimedia will increase students' interest in learning. Computer-based learning has long been a trend in teaching activities [6].

Modern information technology can not only increase students' interest and participation, but also help students better master knowledge. The predominance of computer-assisted learning over traditional teaching activities is a result of the interrelationship between web-based learning and the development of information technology [4] [5]. This development itself belongs to the interactive learning model. The use of information technology can enhance

interactions between students and thereby violate the boundaries set by time and space. In addition, all students in this learning mode will be key characters in their learning activities.

In the traditional teaching process, teachers or educators deliver a set of materials to the entire class of students. Several sessions are organized for students to complete their individual exercises. In other words, the teacher is responsible for teaching the topic to the students in a class, and the academic achievement is periodically checked and evaluated through an examination. In our article on the world science class, the teaching activity is as follows: (1) the teacher teaches the students orally; (2) Students follow the teacher's instructions, practice repeatedly, and learn gradually.

E-learning through Information Technology means that the student and the teacher can interact without limits in space and time using the Internet. Through the e-learning system, the teacher can change the teaching process depending on the student's mastery. In this way, teaching / learning activities develop in the same way as individual activities. E-learning can be done with or without an Internet connection, as materials can be downloaded.

4.3 Moodle platform.

Moodle is an acronym for modular object-oriented dynamic learning environment. This is a set of lesson management systems developed by Martin Dugiamas based on open source free software and teaching principles [7]. Moodle is designed to help teachers and students develop e-learning tools. Anyone can download Moodle codes to create their own platforms.

Learning achievement refers to the level at which a student masters a topic he or she is studying. An objective assessment of educational achievement should be divided into two dimensions: (1) objective effects and (2) subjective achievements. Objective effects include exam results, time required to complete the program, average grades for the semester, and more. Subjective achievements include reading satisfaction, achievement, preference, and more.

Based on the literature review, first of all, teachers who are ready to be used for teaching activities on the Moodle platform will be hired and the right to use the teaching materials in this study will be taken from the publisher. The Moodle platform for lessons will then be launched. A semi-structured plan will be developed based on the development of teachers' teaching materials, teaching strategies, teaching activities and assessment tools. Professionals will be interviewed before the test after the modification.

Once teachers are familiar with the operation of the platform using the Moodle platform in practice, three consecutive conversations will be conducted to understand teachers' perceptions of the platform in the course of the platform's mission. Then, a curriculum based on experimental design is implemented. Based on the results of the survey, the effectiveness of the Moodle platform for the study of science will be analyzed.

Teachers working on the Moodle platform will have the following characteristics: (1) mastery of listening, speaking, reading and writing; (2) To have good performance in teaching on the topic of the latest research in applied computers and computational sciences; (3) zeal for education; (4) be willing to learn by participating in this program; (5) be willing to give a long time for this program; (6) readiness to participate in the interview;

A survey will be created for teachers working on the Moodle platform. The purpose of the interviews was to test teachers' understanding of the Moodle platform, their practice of using the Moodle platform, and their opinions and feedback during the research. 2. Questionnaires, Questionnaires consist of two parts: (1) four measurements of personal data, which school the participant attended, in which class, in which class and; (2) The effectiveness of the Moodle platform, including acceptance rate, motivation level for learning, and learning effectiveness.

3. The Moodle platform is mainly run by participating teachers and researchers. This

platform allows students to review materials after class. The content is presented according to the categories of classes. Students can choose courses depending on the progress of classes at their schools.

Computers and the Internet have now entered every family. The introduction of the Moodle platform in the teaching of science in schools would be new and exciting for many students in schools, effective in education. Due to the rigidity of traditional teaching materials, many students have no interest in reading. Using a computer as a reading aid tool, many materials can be converted to multimedia and game formats, leading to higher acceptance by students, thereby increasing reading motivation after class. The Moodle platform can significantly increase student learning effectiveness through weekly instructions from school teachers and their monitoring of students' learning.

Literature:

- [1] Guskey, T.R., Implementing mastery learning, 1987.
- [2] Heng-Shuen Chen, Lu Zhe horse, Jin-Shin Lai. E-learning system in medical education application, Taiwan Medical, Vol. 8, No. 6, 2004, pp. 817-825.
- [3] Ou Zhen Yan, Chen Jun-liter. Online learning and learning outcomes - Sociology courses as an example to the network, Network Communications Journal of Sociology, Vol. 23, 2002.
- [4] Alavi, M., Computer-Mediated Collaborative Learning: An Empirical Evaluation. MIS Quarterly, Vol. 18, No. 2, 1994, pp. 159-174.
- [5] Burns, P.K. & Bozeman, W.C., Computer-assisted instruction and mathematics achievement: Is there a relationship? Educational Technology, Vol. 21, No. 10, 1981, pp. 32-38.
- [6] Davis, D. L. & Davis, D. F., The Effect of Training Techniques and Personal Characteristics on Training End Users of Information Systems. Journal of Management Information System, Vol. 7, No. 2, 1990, pp. 93-110.

- [7] Moodle. Moodle Official WebSite. Retrieved October 22, 2011, from <http://Moodle.org/>