

## DISTANCE LEARNING OF FOREIGN LANGUAGES

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### Abstract

This article provides information on the forms and methods of teaching foreign languages in educational institutions. There are also modern requirements for distance learning of foreign languages in the field of education and recommendations for conducting lessons.

**Keywords:** Distance education, foreign languages, education system, Higher education, methods, pedagogy, online, spirituality, foreign education.

### Introduction

Concern for the next generation is our national characteristic of striving to raise a healthy, harmoniously developed generation. Only a truly enlightened person can understand human values, national values, in a word, self-awareness, and live in a free and free country. After gaining independence, the Republic of Uzbekistan has had the opportunity to look at the history of our literature, culture, art and spirituality of our people in a new light, to carefully study and preserve it. Now we have enough knowledge not only to rediscover and understand our spiritual riches, but also to observe and analyze trends in foreign literature. In this regard, distance learning is a key tool in foreign language learning and foreign language teaching.

In today's world of globalization and information technology, distance learning plays an important role and is effective. However, the relevance of the topic is determined by the following factors:

First, although some textbooks and research have been done on the subject, the theoretical and scientific substantiation of new methods and technologies in distance learning and the development of practical recommendations make it easier for students to understand a foreign language. To deliver, in a word, to conduct a prestigious scientific and pedagogical research on the role, place and importance of distance learning in a foreign language;

Second, to provide students with a theoretical and experimental study of new teaching methods and technologies in foreign language classes, ie the use of various information technologies and other means of distance learning in school lessons;

Third, the specific role of distance learning in teaching a foreign language to students in their careers is related to the specialties. All of the above serves to determine the relevance of the topic we have chosen.

### **Materials**

Until recently, concepts such as distance education, distance learning, open education, etc. Were almost indistinguishable. But so far, distance learning has proven its importance and necessity. However, the question of whether distance education is a form of education or a technology remains relevant. Because the concept of this question depends on the strategy of distance learning, implementation tactics and the readiness of teachers to work in distance learning. Researchers and practitioners of distance education currently define it as follows:

-Distance education – is the use of traditional and new information technologies and their widespread use of technical means, used in the delivery of educational materials, independent study, communication between teacher and student. Is a synthetic, integral, social form.

-Distance learning: Computers (target, content, methods, organizational forms). From the above definitions, it can be concluded that there is no single system for understanding the essence of distance learning.

As a rule, it is used in accordance with the full-time activities: demonstrations, seminars, trainings, consultations and supervision. Part of the communication with the teacher (for example, consultation), as well as obtaining information and data from electronic libraries, can be done via the Internet. Network technology is the use of computer-based software and e-textbooks on the Internet servers of higher education institutions. It is possible to communicate with the teacher via the Internet and take intermediate and final tests. A number of universities also offer lectures and workshops on a regular basis. The exams are held at the university's training center, which is close to the students' residences. Network learning can be organized independently, as well as through the opening of an information learning environment. Online technology is organizationally similar to network technology, except that teacher-student communication takes place through satellite communication channels. The three technologies mentioned above are currently the most commonly used hybrid model, adapting daytime and distance learning cycles. However, it is seen as a form of distance learning abroad, so the following question is relevant:

Is distance education a form, a technology or a tool?

We consider distance education as a form of education. Distance education as a new form of education cannot be completely independent. Distance education is built with the same goals as in the context of full-time education (if it is built on a curriculum that is relevant to the education), but the form of delivery of the material, the teacher and the students also on the form of interaction between the birds will be different. The basic didactic principles of distance education are the same as other types of higher education, but the organizational principles of distance education are different, they are specific to distance education, because the features of the form, Internet

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media capabilities, its services (chats, forums, e mail, videoconferencing). Specific features of distance education include modularity, mastering the role of the teacher, distance separation of the subjects of the learning process, virtual co-operation of education, self-control over the control exercised by the teacher. Installation, the use of modern special education technologies and tools. The main areas of use of distance education include:

- Professional development of teachers in certain areas;
- Preparation of school students in certain subjects in the expert examination;
- Preparation of schoolchildren for admission to certain educational institutions;
- Organization of school education for students;
- Additional training on interests;
- Retraining;
- Professional training.

Comparing forms of distance learning with full-time and part-time education, it can be concluded that distance education, education based on the use of personal computers, video and audio technology, space and fiber optic technology is equipped with distance learning and distance learning can be seen as a new stage in the development of full-time education. Distance learning differs from the external form of education in that a significant part of the material is not independently mastered, but is carried out in constant communication with the teacher (telephone and Internet, online consultations in lectures and seminars). The main differences from the form of distance learning are:

-Possibility of constant communication with the teacher (tutor) with the help of telecommunication means, operative communication with him on any questions.;

## **Results**

In the current situation, the theoretical foundations of the study and teaching of foreign language education with the help of new modern information technologies, in particular distance learning, have been studied and practical recommendations have been developed. Was able to determine the location of the method;

Optimal ways to increase the effectiveness of foreign language teaching to students have been identified;

The new methods of students in foreign language classes, the role and place of distance learning in the development of knowledge and skills are theoretically based and developed in the form of practical recommendations.

From the theoretical conclusions and materials of the article to increase the effectiveness of languages in secondary special, vocational education, academic lyceums and the institution, as well as curricula and textbooks that are important for the educational process. Can be used to expand the scope of recommendations for the creation of applications.

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## **Discussion**

Effective teaching of foreign languages requires knowledge of its methods. Language teaching is one of the most important areas of human society. In today's world of international relations, the study of foreign languages and multilingualism is of great importance. Students studying in the Republic of Uzbekistan usually study three languages. «Most of our talented young people speak three languages.» These languages are called by special names in the theory of education. Mother tongue, second language, and foreign language. A foreign language is the language of a foreign country. Western European languages, English, Spanish, German, French and Oriental languages, Arabic, Turkish, Urdu, Persian, Chinese and Hindi are taught in our country. It is included in the curricula of educational institutions. By mastering the achievements of methodical science, a foreign language teacher acquires a clear understanding of the criteria of the student's language experience and further improves it. Today, there is no doubt that the methodology of teaching a foreign language, like any other subject, is one of the pedagogical disciplines. In the West, even today, it is widely believed that methodology is not a science. For example, Penlos wrote that there are no bad and good Methodists, there are bad and good teachers. In his article on the attitude of linguistics to language teaching, P. Politser gives a negative answer to the question «Is there a method of teaching a foreign language as a science?» Different authors define the methodology as a science and explain its essence differently. In the methodological and pedagogical literature, the methodology has long been considered as a practical linguistics. It is no coincidence that there are different views on the nature of methodology as a science. The fact is that there are no special works that clearly define the object of study of the methodology on the basis of previously collected material. The pedagogy studies the social process of upbringing and education of the younger generation as a whole, and the methodology deals with the issues of upbringing and education of the younger generation on the basis of the means of this subject. We will explain this with an example. All of the recommended methodological guidelines for students outline three issues that need to be addressed in the field of methodology:

1. Goals and objectives of foreign language teaching.
2. The content of teaching
3. Principles, methods, techniques of teaching

The list of problems presented is mainly a study of issues related to the teacher's work and the identification of the material he or she uses. Such a limitation in the scope of the issues to be studied leads to the fact that the object of education and training itself is out of the student's attention and the methodology becomes «childless». In line with the above, it would be appropriate to define the issues facing foreign language teaching methods as a science as follows.

1. Defining a foreign language as a subject

2. To study the activity of the teacher, ie to develop organizational forms, methods and approaches to teaching.

3. A study of student performance, which of the following is effective, research on child growth, and so on.

Thus, the methodology of teaching foreign languages has a specific research topic, which with its characteristics is specific to all pedagogy related to the teaching and education of students through a foreign language specific only to the subject of a foreign language is a set of events.

### Conclusion

After the independence of the Republic of Uzbekistan, the focus on education has increased. Many reforms are being carried out in the field of education, especially in the field of foreign language education. The revision and improvement of the Law on Education, the National Training Program, and the State Education Standards is characterized as the most important stage in these processes. These documents also set a number of requirements for foreign language education. Foreign language teaching programs and textbooks have also been updated. New methods of foreign language teaching have been introduced. Advanced technologies of foreign language teaching have been put into practice. While distance learning has developed, there have been a number of problems with foreign language teaching. This is due to the fact that a number of new modern technologies have entered and are entering the educational process, and today there is a great demand for qualified teachers who know how to use these technologies in the process of teaching a foreign language. Teachers in general secondary schools, academic lyceums, and vocational colleges use methods that make it easier for students to absorb foreign languages. Based on the existing theoretical knowledge of distance learning in a foreign language, the effective use of advanced pedagogical technologies, information technology in foreign language teaching was theoretically analyzed and offered for practical testing.

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