

# EFFICACY OF USING DISTANCE LEARNING IN TEACHING PROCESS

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***Abstract: the article deals with the issues based on the efficiency of distance learning in teaching process. Further development of information technology, as well as distance learning of a foreign language is an inevitable process. The integration of distance education, in general, into the educational community, the inevitable virtualization of universities operating in the field of distance education, will lead distance learning of foreign languages to compulsory study not only in the context of independent discipline, but in combination with various courses. Based on the material of this work, it will increase the effectiveness of education in the field of learning foreign languages.***

***Keywords: foreign languages, information technology, education, educational process, distance learning, electronic libraries.***

The inclusion of modern information technologies in the educational process creates real opportunities for improving the quality of education. However, it should be recognized that the level of informatization of educational and scientific activities remains still quite low. It seems that in terms of the development of information educational technologies, the main role should be played by a higher school, whose primary tasks are: the development of distance learning and the creation of electronic libraries, the modernization and development of the existing network infrastructure, and the increase in the throughput of the channels used. In this case, universities can become important sources of information and telecommunication services for institutions of secondary general and vocational education. The most difficult and important link here is a comprehensive school, which, despite a fairly long period of development of information technology, remains extremely poorly equipped from a technical point of view. Thus, some concepts of distance learning of foreign languages that are being developed must be taken into account, on the one hand, their didactic properties and functions of telecommunications, multimedia tools of the quality of the technological basis of instruction, and on the other hand, the conceptual directions of the didactic organization of such training as an element of the general education system in modern level.

Therefore, one of the most important areas of distance learning in the study of foreign languages is the creation of a unified learning environment and its own licensed training

program. At the same time, the program should include both a basic level of grammar, phonetics, vocabulary, listening for beginners to learn a foreign language outside the university, and an advanced level for senior students, including journalistic articles, non-adapted texts, audio recordings of native speakers and synchronous functions translation.

Distance learning of foreign languages has its own specifics, due to the fact that it involves learning various types of speech activity. Naturally, for teaching such types of speech activity as reading and writing, you can largely limit yourself to the network course, since the features of these types of speech activity do not require voluminous graphics and even a significant volume of sound accompaniment. Nevertheless, when teaching pronunciation, speech and listening, it is not possible to limit oneself to text files only, it is necessary to rely on sound accompaniment, as well as creating various situations that stimulate the students verbal statements, i.e. there is a need for reliance on illustrative material. Using such material in network courses, as we already know, is technically quite possible, but practically, given the real situation, it is still quite problematic due to the large amount of memory that such files require [8].

The leading goal of teaching a foreign language at a university is communicative – the formation of communicative competence, i.e. the ability to extract sufficiently complete information when reading foreign texts, the ability to understand the interlocutor, and also to express one's thought, point of view verbally and in writing.

Thus, the peculiarity of the subject “foreign language” is that the purpose of training is not so much knowledge of the subject itself, i.e. about language (language competence), how much is the development of certain skills and abilities of different types of speech activity based on knowledge of the way of activity (communicative competence). In accordance with the theory of activity, training in any type of activity is possible only in the course of performing this activity. It follows that when learning a foreign language, it is necessary to organize independent actions of students (and each student) in the form of speech activity that they are taught. If students are taught reading, then each student must be given the opportunity to read, practice reading. When learning to speak – each student should be given the opportunity to speak, express their thoughts in a foreign language. When learning to listen, each student should be able to listen to foreign language speech. It is important to keep in mind the existing regularity formulated at one time by the well-known methodologist I.Rakhmanov: training in any type of speech activity is based on auditory-motor skills, therefore, oral practice is necessary in the formation of skills for any type of speech activity [3].

As the studies showed, a significant proportion of the population currently has a sufficient level of technical equipment for the consumption of educational services of high-tech distance learning, including based on Internet technologies, which can provide maximum interactivity and therefore are most preferable for the consumer market. An indispensable condition for the effective use of these technological capabilities is high-quality content that provides support for the process of distance learning and educational process management [9].

Research Institute A.M.Sholokhov, allowed to formulate the scientists of this institute, for the education system, the most important characteristics of the developed information and educational environment of mass high-tech DL:

Consistency – the environment should be a complete, systemically coordinated set of software and methodological tools for the entire cycle of disciplines necessary to build educational programs that are demanded by the consumer.

A fundamentally new didactic quality of software and methodological support that arises from the maximum use of visualization of educational material using multimedia, the organization of interactive interaction with the student through the logical means of computer programs and telecommunications capabilities.

Wide multifunctionality, allowing you to use the developed didactic tools in different forms of education (full-time, evening, correspondence, external studies) and with various configurations of technical equipment, both developed and the most minimal.

High adaptability of students to a variety of requirements and teachers to the content of training - relying on an array of various textbooks and teaching aids already published and available for students created in various universities, providing opportunities for teachers and students to actively change the elements of the environment, taking into account their specific requirements.

Technological mobility – the ability to use environmental elements in various distance learning technologies used in universities, including case-DL systems (a training course on printed media, which may include audio cassettes), and television-DL (video training course with additional printed materials) and Internet-DL (computer programs, e-mail, Internet) [7].

In modern conditions of the development of pedagogical science, priority areas have been identified that will allow the development of the education system in the context of the formation of the information society, which is based on information technology, telecommunications and distance education technologies.

One of the opportunities for improving multilevel teacher education is distance education, which has been actively developing since the mid-90s. The term "distance education" refers to various educational models for which it is common that some or all of the students and teachers are spatially separated. Like all types of education, various models of distance education are built on the basis of the main components of the learning process: presentation of subject content; interaction with teachers; performance of practical tasks.

In the process of historical and pedagogical analysis of the development of the theory of distance education and distance learning, the social, technical and pedagogical prerequisites for the development of DL as a field of scientific research and as educational innovative practice have been identified [5, 18].

An analysis of foreign theories, models, concepts, hypotheses of DL shows that although the concept of DL itself does not have a single interpretation, it also represents an artificially created learning opportunity in the form of dialogue, and developing on the basis of the principles, methods, and educational technologies inherent in DL .

An analysis of the growth of internet opportunities and its use in the educational process shows that the introduction of new internet-based information technologies is one of the promising areas for improving DL. In the process of designing new models of preschool education, educational technologies should be applied to ensure the delivery of the maximum amount of educational information.

Distance education allows making education accessible to the general public regardless of place of residence, age, living and working conditions on the basis of full equality and depending on each person's abilities and, thereby, fulfilling the population's needs for educational services, and the countries in high-quality specialists; implement important and constructive ideas of advanced and continuing education, be able to respond to constantly changing demands of the labor market; to compensate for the reduction in state funding to strengthen international integration, relieve social tension, increase social and professional mobility of the population; to preserve and increase the knowledge, personnel

and material potential accumulated by the domestic education system, make fuller use of the pedagogical and scientific potential of universities, make effective use of existing and promising means of new information technologies (SNIT), and solve a number of other socio-economic problems.

Using the distance form of training, it is precisely an individual approach that is successfully implemented that takes into account the student's abilities, his intellectual abilities, and helps to remove psychological difficulties in mastering the educational material.

Such an introduction of the most promising technologies (video materials, computer graphics, presentations, electronic dictionaries, video conferencing, etc.) is becoming a very popular form of training today.

Distance learning has several advantages:

- 1) freedom of access and choice - you can practice almost anywhere, anytime and with any teacher
- 2) reduction of training costs - the cost of the storage medium, but not the methodological literature
- 3) the flexibility of training - an independent choice of the duration and sequence of studying materials, an adapted learning process to fit your capabilities and needs
- 4) the ability to keep pace with the times - timely and efficient updating of training materials

Today, one of the most striking examples of distance learning is educational platforms that give people from all over the world the opportunity to study at a convenient time in a convenient place, to improve their skills. They are in the tens.

The popularity of distance education is due to the benefits it provides to students. The main disadvantage of such training is the flip side of the advantage – convenience. Freedom and comfort in distance learning require a greater share of self-discipline than full-time study. For someone, distance learning is a kind of competition, a test of willpower. Some are drawn into the process for a very long time, abandoning and resuming it several times.

Another drawback is that the technical capabilities of users with distance learning are still limited. Not everyone has a computer and Internet access. But every year this problem is being solved faster and faster.

And the last drawback is the question of price, since not all students can pay for online courses, especially with a native speaker, whose lessons cost many times more than with an ordinary teacher.

In conclusion, we can conclude that the organization of the process of studying foreign languages in a distance form allows us to most fully implement a personality-oriented approach to learning. A student with this approach is considered as a person, ready for the continuous process of education and improvement of their abilities. Continuity is one of the most important factors that determine success in learning foreign languages.

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