

## THE PECULIARITIES OF USING DISTANCE LEARNING AND INDEPENDENT WORK IN TEACHING PROCESS

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**ABSTRACT:** The present article is devoted to embedment of distance education which is a kind of self-study and self-regulating learning process. The author pays attention to the advantages and peculiarities of using distance learning format in the system of education. The article has got an important actuality in the conditions of recent pandemy.

*Key words: distance learning, educational process, self-study, independent work, module, network database.*

### INTRODUCTION

**Actuality of the theme of the research.** Modern educational paradigms are based on scientific and theoretical concepts that reflect the main features of reality. These include personality-oriented learning, individualization and differentiation of learning activities, formation of learning motivation, self-development of students, etc. These conceptual ideas of education are successfully implemented in the modern information and educational environment, which provides the organization of the educational process with the help of information and communication technologies.

**The aim of the research** is to investigate the advantages of the distance learning in teaching foreign languages and peculiarities of self-study in learning foreign languages.

Modern paradigms of teaching foreign languages reflect the main features of the modern education system [1, p. 926]. Training highly qualified specialists is one of the urgent tasks today. Let's consider distance learning as one of the most relevant areas of modernization of education, as well as the features of distance learning in foreign languages.

**The object of the research** is the process of distance learning, its advantages and lacks. Distance learning is a way of independent study or self-study which is a form of learning aimed at strengthening the acquired knowledge, skills and abilities, learning of additional information or material [2].

#### **The task of the research:**

To define the role of distance learning and independent work in modern methodology of teaching foreign languages;

To study the advantages of distance learning process in teaching foreign languages;

To work out methodical and didactic recommendations in using distance teaching of foreign languages.

Independent activity serves to form the knowledge, skills and competencies that are defined in the curriculum of a particular subject and should be mastered by the student, performed in the classroom or outside the classroom on the advice and recommendations of the teacher. Depending on the nature of the science, assignments are developed for independent work.

Self-directed learning serves to form the knowledge, skills and competencies that are defined in the curriculum of a particular subject and should be mastered by the student, performed in the classroom or outside the classroom on the advice and recommendations of the teacher. Depending on the nature of the science, assignments are developed for independent work.

**RESULTS AND DISCUSSION:** The specifics of the subject "Foreign language" correlates with the specifics of distance learning, the main features of which are network interaction of all participants in the educational process and a relatively large amount of independent work carried out in the "Just in time" mode, interactivity, selection and structuring of educational material (authentic texts), pedagogical technologies, etc. Working with information based on reading texts and watching videos in a foreign language allows you to use Internet resources, expanding the content of the textbook with authentic and up-to-date information (the latest events in the world (sports, cultural, political, etc.), texts of native speakers (speeches of political figures at conferences, seminars, information from leading TV shows, films, videos, electronic libraries, etc.).

Up-to-date information helps to increase motivation to learn a foreign language. The potential number of individual educational trajectories in this case is significantly greater than in traditional education. However, at present, not every text from Internet resources can be used in the educational process, since not all texts are suitable directly for educational purposes [3, p.72]. It is possible to increase the volume of speech communication or the density of communication in a foreign language both orally and in writing by means of Internet technologies (blog, forum, chat, Skype, etc.), multimedia means within the framework of integration of full-time and distance learning; within the framework of a single information and educational environment of general and additional education, as well as in specialized training (elective course, network model of distance learning).

One of the requirements for the content of a modern foreign language textbook is the availability of tasks related to project activities. On the one hand, such tasks contribute to the development of creative, research activities, on the other hand, to the formation of information and communication competence of schoolchildren, since in the course of project research, as a rule, educational resources of the Internet are involved, which, in turn, require the ability to work with information. Communication with native speakers plays a significant role in the mastery of a foreign language by schoolchildren and students. It is participation in international educational projects that allows you to communicate in a foreign language with peers of foreign countries, native speakers [6, p.562].

Computer technologies, Internet resources, digital devices, Web 2.0 technologies, and distance learning are increasingly used in the education system. However, the unsystematic, unregulated use of modern information technologies in the educational process reveals a pedagogical problem: the lack of teachers' clear understanding of what didactic, psychological and pedagogical tasks can be solved with the help of new technologies. The process of implementing distance learning in the education system in different countries has its own characteristics. This depends on the state policy of the country: either distance learning is recognized as a form of education along with other forms of education, or distance learning technologies are used in the education system as a means of learning.

Distance learning is a form of learning in which the interaction of teachers and students and students with each other is carried out at a distance and reflects all the components inherent in the educational process (goals, content, methods, organizational forms, learning tools), implemented by specific means of Internet technologies or other means that provide for interactivity [5, p. 201].

Distance learning technologies are understood as educational technologies (Moodle, Zoom, etc.) implemented mainly with the use of information and telecommunications networks in the indirect (at a distance) interaction of students and teaching staff. E-learning is understood as the organization of educational activities with the use of information contained in databases and used in the implementation of educational programs and

providing its processing of information technologies, technical means, as well as information and telecommunications networks that ensure the transmission of this information over communication lines, interaction between students and teaching staff.

The choice of the model depends on the objectives of the training and on the conditions under which it is possible to carry out distance learning. Depending on the training model used, the activity of the teacher changes. The specifics of each model of the distance learning process determine the selection and structuring of the content of training, methods, organizational forms and means of training. Currently, all of these models of distance learning are observed in the practice of education both abroad and in our country. Let's turn to teaching foreign languages in the modern information and educational environment. It has its own characteristics, which are due to the specifics of the subject "Foreign language". The specificity of the subject "Foreign language" is primarily related to the fact that the leading component of the content of teaching a foreign language is not the basics of science, but the methods of activity – teaching various types of speech activity: speaking, listening, reading and writing.

Academician L.V. Shcherba points out that teaching a foreign language is teaching a certain activity and the specificity of the subject consists in mastering speech, communication, and the formation of speech-thinking activity [7, p. 89].

The authors of the issue "Methodology of teaching foreign languages", edited by A.A. Mirolyubov [4], also highlight the volume of educational activities necessary for successful communication in a foreign language as the specifics of the subject "Foreign language". It is obvious that a high density of communication, maintained for a long time, provides a large amount of communication. These features are interrelated.

Distance learning of foreign languages, based on the use of information and communication technologies, is increasingly included in the practice of various educational institutions. The main feature of distance learning is the mediated nature of teacher - student telecommunications communication and the associated limited opportunities for their interpersonal interaction. This form of training allows you to maximize the independent work of students, which is especially important in the conditions of university training, since the future specialist must be able to independently organize their cognitive activities.

Currently, in the remote form of teaching foreign languages, such remote technologies as: modular technology, which is based on the organization of independent cognitive activity of students, the development of training modules of a particular course, are widely used.

Web-quest technology is focused on the maximum practical activity of students and is a role-playing game, for which information resources of the Internet are used. A special place among innovative educational technologies is occupied by the modular technology of professional training.

Modular training is characterized by advanced study of the material in enlarged blocks-modules, algorithmization of educational activities, completeness and consistency of activity cycles. The modular program consists of blocks that are formed from a set of modules, and the modules in turn consist of topics of educational material united by one topic and intended for study by students with different levels of knowledge:

The training module consists of the following components:

- 1) the name of the module;
- 2) the integrating didactic goal;
- 3) the target plan of students' actions;
- 4) the information basis (the actual educational material in the form of a training program);

- 5) methodological guidelines for achieving goals;
- 6) practical exercises for the formation of the necessary skills;
- 7) output control (control work that strictly corresponds to the goals set in this module).

The process of modular training is focused on the formation of ways of educational work through training in the skills of rational implementation of practical actions through a specially organized system of exercises. The modules of each stage should be introduced gradually, according to the degree of increasing difficulties and as students study the core disciplines.

In view of the logical sequence and continuity of all stages of language training, the modular nature of training contributes to the systematic mastery of linguistic material, the expansion of the background (linguistic and cultural studies, professional, cultural studies, etc.) knowledge of students, and the improvement of skills in the main types of speech activity. Teaching a foreign language using modular technology allows you to comprehensively solve such urgent pedagogical tasks as ensuring an individual pace of learning, taking into account the capabilities, inclinations and needs of the student, teaching the skills of independent work with different sources of information, independent development of the material and, consequently, the acquisition of high-quality knowledge and skills. Currently, the task of the teacher is not only to equip students with modern knowledge, but also to teach students to extract this knowledge independently, to be able to assimilate it, based on what they have already learned.

To achieve these goals, the WebQuest technology is used, which is used in both school and university teaching practices. The rating system for assessing students' knowledge includes regular monitoring of the knowledge and skills of each student, with the assignment of a rating depending on the quality of training as the discipline is studied during the academic period. It is the main part of the complex of continuous multi-level education and is designed to organize the educational process based on learning technologies that activate the independent work of students. Employees of higher education institutions can now develop web-based quests for correspondence and distance learning students, which are included in the list of tasks for self-completion. They can also be used for extracurricular work in the full-time department. Students complete the completed tasks in the form of a foreign language test for a certain semester. Then the test papers are checked and evaluated by the teacher.

In addition to the above programs, the following distance learning technologies for foreign languages are widely used:

case-technology, which is a close analogue of the technology of distance learning (when a student receives a special set of teaching materials (case) for self-study and periodically consults with teachers in regional training centers created for this purpose;

TV-a technology that uses television lectures and consultations with teachers.

A network technology based on the use of the Internet for consulting students and transmitting educational and methodological materials to them. Thus, it should be emphasized that pedagogical education today needs pedagogical technologies that provide effective training of specialists who are competitive in the market. The success and quality of distance learning in foreign languages largely depend on the effectiveness of the organization and the methodological quality of the materials used, as well as the skill of the teachers involved in this process.

Students' self-study plays an important role in cultivating a conscious attitude of students' execution mechanisms to the acquisition of theoretical and practical knowledge, strengthening the habit of mental work focused on them. It is very important that students not only learn, but also master the ways to get it.

Independent work always poses a number of challenges to students, especially freshmen and sophomores.

The main difficulty is related to the need to organize their work independently. Most students face difficulties related to the individual characteristics of their mental activity and physiological capabilities, almost complete lack of psychological readiness for independent work, ignorance of the general rules of its organization, work with key sources, ability to express themselves clearly and concisely, lack of analytical skills is coming.

Therefore, one of the main responsibilities of a teacher is to help students organize their independent work. This is especially important in the modern context of the development of society, in which the specialist engages in self-education after graduation - increasing his level of knowledge through self-study.

Students' self-learning is carried out for the following purposes:

- systematize and consolidate the acquired theoretical knowledge and practical skills;
- deepening and expanding theoretical knowledge;
- formation of skills in the use of normative, reference documents and special literature;
- developing students' cognitive abilities and activism: creative initiative, independence, responsibility and organization;
- formation of independent thinking, self-development, self-improvement and self-awareness skills;
- developing research skills.

There are two types of independent work in the learning process, such as in-class and out-of-class. Independent work in the classroom is carried out under the direct supervision of the teacher and on his assignment. At the same time, students are provided by the teacher with the necessary textbooks, didactic materials, including manuals and methodological developments. Independent work outside the classroom is carried out by the student on the instructions of the teacher, but without his direct participation.

Independent work includes:

preparation for classroom lessons (lectures, practical, laboratory, seminar classes) and performance of relevant tasks;

independent work on specific topics of academic disciplines in accordance with future thematic plans;

preparation for practice and performance of tasks provided in practice;

execution of written control and term papers, electronic presentations;

preparation for all types of tests, exams and tests;

preparation for final state certification;

work in topic circles;

participation in optional classes, seminars and conferences, etc.

## CONCLUSION:

1. Distance learning is a motivating factor in the study of foreign languages, contributes to the achievement of personal, meta-subject, subject learning results and, ultimately, the achievement of the goal of teaching foreign languages: the formation of foreign language communicative competence.

2. Distance learning contributes to the implementation of modern educational paradigms such as individualization and differentiation of educational activities, self-education and self-development of students.

3. The introduction of information and communication technologies in teaching foreign languages reveals a pedagogical problem. Pedagogical science is faced with the task of methodological development of existing modern teaching tools, the study of new technical means that are promising in teaching a foreign language.

4. In short, the independent work of students requires the development of a conscious attitude of students to the acquisition of theoretical and practical knowledge, the strengthening of the habit of mental work focused on them.

Instructions to the teacher on the organization of independent work of students are as follows:

Independent work should be organized at all stages of the educational process, including in the process of learning new material.

Students should be placed in an active position, making them direct participants in the learning process.

The organization of independent work should help to develop students' learning motivation.

Independent work should be purposeful and clearly formulated.

The content of independent work should define complete and in-depth tasks for students.

It is necessary to ensure the combination of reproductive and productive learning activities of students in the process of independent work.

Adequate consideration should be given to the organization of independent work, i.e. the control system should be properly organized.

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