



MODERN METHODS AND APPROACHES FOR EFFECTIVE DISTANCE LEARNING OF ENGLISH LANGUAGE

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Abstract

Due to the growing popularity of Internet technologies, it becomes possible to learn foreign languages, in particular English, in a new way, revising traditional methods for learning English, taking into account the use of Internet resources. Distance learning tools are increasingly being introduced into the educational process. Therefore, the search for innovations in the development of methods and technologies for such activities is considered a priority. Although distance learning has appeared relatively recently, it has already become a serious educational element and has established itself as a promising pedagogical technology. This type of class is gaining popularity due to a personal approach, taking into account the student's self-esteem, his motivation and the use of the latest technological tools in the learning process.

Keywords: English, learning, distance teaching, distance learning, teaching, internet, foreign language, methods.

Introduction

Scientific research in the field of distance learning for people of different ages and training is carried out in almost all countries of the world. Previously, training was reduced to studying numerous printed sources or listening to audio recordings with English dialogues and texts.

In the modern period of development of methods of teaching foreign languages, distance learning comes to the fore. The main problem why distance learning methods began to develop is the rapid spread of information and the great distance between those who want to learn and those who want to teach from each other. The complexity of self-education, even using the best materials, without regular contact with a teacher, is obvious. Independent study of the English language practically does not bring results: a student can easily spoil his pronunciation in an attempt to memorize words on his own, without the help of a teacher. Without systematic and effective feedback from the teacher, no courses or teaching materials will help to learn the language at the proper level.

That is why, in recent years, the world's leading educational institutions have started or are planning to open research in the field of distance learning in foreign languages,





including such a popular language as English. Most of the methods presented on the Internet can be divided into two large groups: self-study of English using the materials provided and distance learning, by communicating with the teacher through the means of modern communication: webinars or Zoom conferences.

The overall effectiveness of teaching English remotely depends on several components:

- The use of the latest and classic pedagogical technologies;
- Efficiency and feedback opportunities;
- The effectiveness of the classes and the interaction between the student and the teacher;
- The effectiveness of the methods used and the professionalism of the teacher;
- Personal motivation of the student.

Thus, the quality of the knowledge gained and the overall success of distance learning always depend on the methodological quality of the materials used and the way the classes are organized [1, p. 46-54].

The currently available information technologies have at their disposal practically unlimited possibilities for processing, placement, storage and, which is very important for remote methods, delivery of any data, any volume and over any distance. In such conditions, the main issue is the choice of a teacher and his organizational skills. This means: the very selection of material for assimilation, teaching methods and the general structure of the educational process. It is necessary to understand what kind of conceptual pedagogical methods underlie the construction of a distance learning course in English. Most often, all methods combine the following characteristics:

1. Training, in which the main burden falls on the student. Independent work is focused on the formation of the necessary language skills and mastery of various types of written and oral speech. Such distance learning requires good didactic material presented in a convenient and understandable way. This is a fairly flexible way of distance learning - knowledge can be acquired when and where it is convenient for the student. He can read or listen to materials on the road or at home, during his lunch break or in a cafe.
2. The trainee must have some mandatory skills: he must be able to use a personal computer, popular programs for communication and learning (Zoom, Skype and others). The student must be proficient in various types of independent work: be able to work with electronic dictionaries and reference books, be proficient in search, study and introductory reading. Of course, with a well-written English course, all the





necessary materials are provided immediately, and questions and difficulties in learning are resolved during consultations and feedback seminars.

3. Distance learning should not be passive. Very often, when studying even in small groups of 2-4 people, students behave passively. The teaching methodology involves the active involvement of students in cognitive activities, which provide for the acquisition of knowledge and the solution of numerous Yazikov communicative tasks. Thus, learning through Zoom allows you to carry out various creative and scientific projects with the help of international organizations and native English speakers.

4. The issue of control over the assimilation of acquired knowledge and the ability to apply them in various life situations is very important. Such reviews should be systematic and based on clear and regular feedback. There should be separate consultations where complex issues will be considered and the teacher will be able to adequately assess what exactly is given to the student more difficult. It is also worth using delayed control in the form of testing [5].

Any method of distance learning should always flexibly combine the systematic and operational interaction of a professional teacher and the independent cognitive work of the student. He can study both according to the recommended literature, and according to independently found information on the network. Considered a great way to test your language skills, watch feature films and science shows in English, possibly with subtitles turned off at first.

If classes are not held individually, but in small groups, it is necessary to ensure the interaction of group members in the framework of joint language projects, possibly with the participation of foreigners - native speakers. Usually they organize discussions, presentations, video seminars on certain topics.

Monitoring of progress should be carried out systematically and should be taken into account when drawing up new plans for training sessions by the teacher. Control can be carried out in the form of open and closed testing, real-time auditing, writing reports and abstracts on various topics.

As didactic material, electronic reference books, seminars and textbooks are used, which are divided into various modules. Each module should be aimed at studying one area of the language, but also all modules should have a joint application in practice.

The student can send his homework to e-mail, telegram, or leave it on a special thread of a closed forum. Also, large organizations have their own portal sites, where there are a number of classrooms that can be accessed by successfully completing one or another language lesson. Thus, those students who have not mastered the program sufficiently simply cannot get to a new level of education. In personal lessons through





Zoom or a similar video chat program, the student receives an assessment of his knowledge in each lesson, and the teacher personally monitors progress and adjusts the topics of future classes. The main specificity of teaching English lies in a special practical basis, that is, each student must receive a sufficient amount of practice for each type of language class.

Remote English classes always include work with audio recordings. The methodology for working with audiobooks includes the following stages of work:

- The student should concentrate on understanding the meaning of the audio book in general, without trying to understand the entire text verbatim;

- The main attention should be paid to the correct pronunciation of English words;

Don't try to listen to the whole book. It is better to break the audiobook lessons into five-minute segments and listen to each of them 2-4 times, until complete understanding and translation;

Regular practice will help you expand your vocabulary but it is worth checking the memorized words in an electronic or paper dictionary in order to exclude incorrect spelling memorization [6].

Modern methods of distance learning in English and other foreign languages should always include the "three pillars" of learning - obtaining information, independent work and monitoring the assimilation of the material. The teacher should concentrate his work on the principles of: open interaction with the student and adjustment of training modules, depending on the success of the student and the goals set. For distance learning, all the achievements of computer technology and software are used: audio books, online webinars and personal communication via telegram, Zoom and other online video chats. Language portals and the latest technology offer the widest opportunities for students: you can study in small groups or individually, without leaving your home, receiving all the necessary materials to your email address or to your personal account.

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