



SOCIO-CULTURAL CONTEXT OF DISTANCE LEARNING FOREIGN LANGUAGES

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ANNOTATION

The article discusses issues that reflect the peculiarities of the selection of the content of teaching foreign languages for a distance course, taking into account the specifics of the subject "Foreign language", as well as the features of the organization of the educational process in the distance form. The article identifies a problem of a pedagogical nature: the lack of a clear understanding of what didactic, psychological and pedagogical tasks can be solved using modern information and communication technologies and digital devices in the educational process. Internet resources and technologies are considered as one of the possibilities for increasing the volume of speech communication in a foreign language in full-time and distance learning, and a blog is considered as a platform for organizing distance learning.

KEY WORDS: *distance learning, e-learning, specificity, foreign language, Internet resource.*

DISCUSSION

At the heart of modern paradigms of education are scientific theoretical concepts, reflecting the basic features of reality. These include personalized education, individualization and differentiation of educational activities, the formation of motivation of the teachings, self-development of the trainees, etc. These conceptual ideas of education are successfully implemented in the modern information and education environment, which provides the organization of the educational process through information and communication technologies both in person and remotely. Modern paradigms of teaching foreign languages reflect the main features of the modern education system. Consider distance learning as one of the topical areas of modernization of education, as well as the peculiarities of distance learning of foreign languages. The role of foreign language as a means of intercultural communication is increasing markedly in the current conditions of socio-economic and political development of Uzbekistan. Computer technologies, Internet resources, digital devices, distance learning are increasingly used in the education system.

However haphazardness, unregulated use of modern information technologies in the educational process reveals the problem of pedagogical nature: the lack of teachers a clear understanding of what didactic, psychological and educational problems can be solved with the help of new technologies. The process of introducing distance learning into the education system in different countries has its own peculiarities. This depends on the country's public policy: either distance learning is recognized as a form of education along with other forms of education, or remote educational technologies are used in the education system as a means of learning. Let's clarify the concepts of distance learning, e-learning and remote educational technologies. Distance learning is both a form and a component of the entire education system. "Remote learning is a form of learning in which the interaction of teachers and students between each other is at a distance and reflects all the inherent components (goals, content, methods, organizational forms, learning tools) implemented by specific Means of Internet Technologies or other means of interactivity." Should self-education be seen as distance learning, since without the resources of the Internet and distance



courses, self-education is hardly possible today? Yet in this case, this type of education is seen only as a form of education, and not as an independent form of education in the general education system. The new law refers to remote educational technologies and e-learning: - Remote educational technologies are understood to be educational technologies, implemented mainly with the use of information and telecommunications networks in an indirect (at a distance) interaction between students and educators.

Electronic training refers to the organization of educational activities using the information contained in databases and the information used in the implementation of educational programs and providing for its processing of information technologies, technical means, as well as information and communication networks, providing communication of the information, interaction of students and educators. There is 1. Integration of face-to-face and distance learning. 2. Networking: Autonomous distance learning; Information and education environment (virtual school, department, university). 3. Networking and case technology. 4. Video conferencing, interactive television. The choice of model depends on the goals of the training and on the conditions under which it is possible to provide training in a remote form.

In the second half of the twentieth century in the work "General methodology of teaching foreign languages in secondary school" was first identified a special group of subjects, the task of which is to develop skills related to communication. These subjects include languages: native and foreign. Another feature of the subject "Foreign language" can be considered non-objective, understood as the ability to communicate on any topic that matches the age and interests of students. This term was proposed by I.A.Zimnyaya, later it was clarified from the standpoint of selecting topics for communication in a foreign language. A language is a carrier of information (information about the history, culture of the country of the target language, information from other areas of knowledge, etc.). The goal of teaching a foreign language is the formation of communicative skills (communicative competence), and not the study of a certain range of ideas and concepts. The exception is linguistic concepts and knowledge about the language system, which are necessary for the functioning of the language as a means of communication.

Thus, a foreign language acts both as a goal and as a means of learning. The essential difference between the subject "Foreign language" and the subject "Native language" is the density of communication (the volume of speech practice). The spheres of

communication in the native language are extensive, and communication in a foreign language is limited by the scope of the lessons (the number of hours per week). The authors of the methodology of teaching foreign languages as the specificity of the subject "Foreign language" also highlight the volume of educational activities necessary for successful communication in a foreign language. Obviously, the high density of communication, maintained over a long period of time, also provides a large volume of communication. These features are interrelated. The specificity of the subject "Foreign language" correlates with the specificity of distance learning, the main features of which are network (remote) interaction of all participants in the educational process and a relatively large volume 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 relevant information (recent events in the world (sports, cultural, political, etc.) texts of native speakers (speeches of politicians at conferences, seminars, information from leading TV programs, films, videos, electronic libraries, etc.).

Up-to-date information helps to increase the motivation to learn a foreign language. In this case, the potential number of individual educational trajectories turns out to be significantly larger than in traditional education. However, at present, far from any text from Internet resources can be used in the educational process, since not all texts are suitable directly for educational purposes. It is possible to increase the volume of verbal 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 the integration of full-time and distance learning; within the framework of a single information educational environment for general and additional education, as well as in specialized training (elective course, network model of distance learning). Blogging is now widely used in education. A blog (blog) is a tool for publishing materials on the web with the ability to read them, as well as a platform for distance learning. There are many servers for creating blogs, for example www.blogger.com: <http://www.ning.com>. With the help of a blog, you can solve didactic tasks such as teaching various types of reading, writing, speaking and writing. One of the requirements for the content of a modern foreign language textbook is the presence of



tasks related to project activities. On the one hand, such tasks contribute to the development of creative, research activities, on the other hand, 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 an essential role in the acquisition of a foreign language by schoolchildren and students. It is participation in international educational projects that makes it possible to implement communication in a foreign language with peers of foreign countries, native speakers. Sites of international projects: European School Network (<http://www.eun.org>), I * EARN (<http://iearn.org>), KIDLINK (www.kidlink.org), etc. Using the capabilities of the site for voice communication, the teacher can organize students for voice communication on educational topics on-line within a distance course, thereby increasing the volume of speech communication in a foreign language. Communication of people in the modern information world is carried out using digital devices of various types (mobile phones, smartphones, iPhones, tablet computers, etc.). It is also possible to increase the density of speech practice in a foreign language due to mobile learning, which is currently developing in the form of the BYOD concept - bring your own device and "Just in time" technologies.

Experience of distance learning in foreign languages: Possible areas of application of distance learning in foreign languages in educational institutions: profile training (elective courses); integration of formal and non-formal education; professional development of teachers / trainers. Prospects for the development of distance learning in foreign languages Working with information in the future will allow using the means of automatic preparation of texts received directly from the Internet for their use in the educational process. The volume of educational activities will grow due to the use of the currently developing automated systems of intelligent dialogue, working with both text and multimedia.

The density of communication in the future may increase even more as a result of the use of augmented reality technologies (a computer device in the form of glasses that reproduce the outside world along with information about its objects, this technology develops modern QR code technology to a new level).

MAIN CONCLUSIONS

1. Distance learning is a motivating factor in the study of foreign languages, contributes to the achievement of personal, meta-subject, subject learning outcomes 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 mastering of existing modern teaching aids, the study of new technical means that are promising in teaching a foreign language.

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