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METHODOLOGICAL FEATURES AND INTEGRATED APPROACHES OF DISTANCE LEARNING IN TEACHING ENGLISH

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ABOUT ARTICLE

Abstract: today one of the main requirements of a high professional skill is the knowledge of foreign languages. It is no accident that special attention is paid to studying the English language, which plays a leading role among international languages. The English language education system of the Republic of Uzbekistan is rising on the basis of a scientific approach based on the introduction of new information and communication and pedagogical technologies, which can respond to modern requirements.. Studying foreign languages is one of the pressing issues scientists and specialists are facing, as it is in demand for the young generation to develop a new language learning approach based on the "National Training Program". Organization of distance learning in the context of Uzbekistan will have great effect. This type of education should be widely used today. In our country, a great work is being done to form the information society, introduce the most advanced information and communication technologies in all spheres.

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.

THE MAIN RESULTS AND FINDINGS

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. 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. 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.

The distance teaching problems are effectively solved with the help of the Internet educational resources allowing you to differentiate the training content and education form choice. The foreign language distance teaching components are:

- software component allowing you to manage the learning process, collect, receive and process information about the students' progress in foreign language;

- technical component including a server with special system and application software installed, computer classrooms connected to the server using network equipment, and engineering and technical staff;

- organizational component including the Foreign Languages Department teaching staff;

- methodological component based on the "Foreign language (English)" discipline education and methodological complex applied in the university educational process. The methodological component constitutes the foreign language distance learning basis and deserves the most careful consideration. This component includes practical and test tasks in the electronic form offered to

students to study the "Foreign language (English)" discipline, as well as to consolidate and to test the knowledge and skills acquired. In the foreign languages distance learning process, special attention is paid to the multimedia tools didactic properties and functions being the teaching technical basis, and to the foreign languages educational process conceptual didactic features. Foreign language as an academic subject is characterized by:

- interdisciplinary character, that is, information transmitted in a foreign language is obtained from various fields of knowledge;

- multi-level structure: the student masters speech skills in different speech activity types and expands the language tools knowledge;

- multifunctionality: a foreign language is both a learning goal and knowledge gaining means in various fields. The foreign languages distance learning specifics, taking into account the subject peculiarities, lies in the students ' specific skills and abilities concerning various speech activity types forming and improving knowledge about various activity methods. Within the distance learning framework, it is important to pay attention to the e-learning materials categories in the "Foreign language (English)" discipline, which can be presented as follows: textbooks and manuals, reference literature, tests, Internet materials. The methodical material electronic copy should obviously not be shown to the students in the English language distance education process, as it retains the printed source traditional shortcomings, such as static information transmission, lack of response to the students' actions, lack of support, monitoring, etc. It should be transformed it into an interactive electronic textbook or test, which enables the learning process individualization and the modern multimedia tools advantages application, making it more effective than an ordinary textbook and even raising foreign language classes efficiency even in case of its being conducted in the traditional (contact) form [5]. Multimedia tools give a foreign language teacher the opportunity to: 1) provide students with specific language material in the modular form; 2) consult students on various course aspects; 3) monitor the students ' proficiency level in the foreign language in various activities: listening, language lexical and grammatical structures, reading and writing. As a special activity type, speaking can have its original specifics in the interactive (dialogue) mode, when the teacher and the student communicate with each other via the perfect equipment establishing clear connection and interaction. The task of a foreign language teacher is to develop students ' strategies for mastering various speech activity types in the distance learning context, based on the appropriate methodological component Interaction between students and teachers can be organized by various means, including: email, Skype, Google Docs, Zoom, Teams and Moodle. The advantage of e-mail is that the student performs the task when it is convenient for him, however, the teacher can't "accompany" and "guide" the student in real time. Skype, Zoom and Teams platforms application allows the English teacher to advise

students directly during the practical class. The Google Docs resource is used when working with documents, presentations, and spreadsheets. The Moodle system, which is a virtual learning environment, allows the student to study additional materials in English and complete tasks in special notebooks and on a personal page. Accordingly, teachers have their own access to the system and more extensive opportunities, namely, to create and adjust the English training courses content. It seems appropriate to focus on the foreign languages tests electronic version, since it allows the teacher to regularly monitor the students ' knowledge in each educational material aspect, and students can control their knowledge in each curriculum fragment independently. At the end of the test, the student receives information about the number of correct and incorrect answers, as well as about the test questions with the wrong answers given. Tests in the Moodle program are compiled basing on the " Foreign language (English)" discipline working programs content. Multiple choice tests are presented by the tasks grouped into three sections: "Vocabulary", "Grammar", "Reading Comprehension". "Vocabulary" section includes the following tasks types: choosing the Russian equivalent for the English word; choosing the English equivalent for the Russian phrase; filling in the blank in the sentence with a suitable word; choosing the words similar or opposite in meaning to the word proposed. "Grammar" section includes the following tasks: determining the English equivalent for the Russian word proposed basing on the word-building elements underlined; choosing the equivalent for the word form underlined in the sentence; choosing the sentence in Russian corresponding to the English sentence proposed; choosing the sentence in English corresponding to the Russian sentence proposed. According to the "Foreign language (English)" discipline working programs the grammar material covered by the tests includes the following aspects: the English verb tenses in the active and passive voice; modal verbs; adjectives comparison degrees; sequence of tenses and indirect speech. The texts presented in the "Reading Comprehension" section are borrowed from authentic sources and cover various aspects of English and foreign customs authorities, companies, and law enforcement agencies activities. The reading comprehension tasks section involves choosing the correct answer to the question and the most appropriate title for the text. Most test assignments are multiple choice tasks requiring students to choose the correct answer from the three variants proposed. Each test begins with a short preamble describing the textbook material sections and grammatical phenomena to be studied before performing the test, as well as the control time estimated Web forums are characterized by an asynchronous nature of interaction between students and teachers and present the opportunity to work for a long time period. Web classes (webinars) have a special advantage in teaching English, as they allow to take into account each student's training level and provide an opportunity to apply an individual approach to learning and to choose the appropriate methodology. Webinars promote the students' involvement in joint communication activities,

involving solving certain tasks using the English language knowledge The first-year Linguistics students at Don State Technical University have taken part in the experiment concerning project technologies application. The purpose of the experiment was to research students' activities within the new discipline called "Project Activities Fundamentals". The topic of the project developed by the students was "My career opportunities in the field of foreign languages". The first project stage was conducted in the contact form with Internet technologies application. The students working in mini-groups studied Internet sites containing information about job opportunities for specialists in foreign languages skills. The students also interviewed DSTU foreign language teachers, Master courses students and bachelors who have studied and worked in Europe and in the USA via "Work and Travel" and ERASMUS programs. The first project stage result was compiling presentation projects about career opportunities in the foreign language field. The second project stage was conducted online with Zoom platform application. The teacher communicated weekly with each mini-group via Zoom conferences, discussing the main stages of students' further activities. At the end of the second stage, the students credited their project presentations online and presented the methodical materials which were developed when working at the project. As a result of project work, a course module in the discipline "Foreign Language in Professional Sphere" was presented on DSTU SKIF education portal developed on the Moodle technology basis. The course module has been designed for nonlinguistic students and contains different tasks. Certainly, distance learning in English with the appropriate methodological content has certain advantages compared to the traditional form of education. Learning in remote groups contributes to the knowledge accumulation in the foreign language field, as students constantly exchange information. In addition, distance learning for students is not only an opportunity to deepen their knowledge of the foreign language, but also to acquire the information and communication culture skills. The indisputable advantage of various English distance learning forms is also the possibility of regular consultations in foreign language with the teacher in the on-line mode and the teacher's individual approach to each student For remote English teaching to be an effective students' professional development system, it is necessary to take into account that this training type, being an important education aspect in general, has its specific forms involving different teacher's and students' joint activity didactic means in terms of electronic information and educational environment application. Foreign language distance learning organizing didactic principles peculiarity lies in the modern information technologies possibility to automate the acquired knowledge control of in the field of a foreign language, to monitor the skills forming in reading, speaking, writing and listening. In addition, adequately selected teaching English didactic means within the distance learning allow students to develop information, communication and reflection skills, since the main part of the material is mastered by students independently. Thus, the promising didactic tools,

methods and teaching technologies development with the focus on distance teaching allows us to increase the foreign languages educational process effectiveness on the individualization and intensification basis, as well as to rethink the teaching English priority as an students' future professional activities integral

CONCLUSION

In conclusion, developing effective distance learning methods for teaching English classes requires a comprehensive approach that takes into consideration the unique learning needs of students and the evolving nature of teaching practices. Here are some effective ways to develop a successful distance learning program for English language classes. Incorporate digital technologies: The use of digital technologies such as videos, podcasts, interactive multimedia, and virtual environments can provide learners with a variety of engaging and interactive learning experiences. Provide opportunities for interaction: Incorporating opportunities for communication and collaboration among students, can create a more dynamic learning environment. Discussion forums, virtual classroom, and video conferencing are some tools that can facilitate interaction between learners and teachers.

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