

ONLAYN INGLIZ TILI TA'LIMINING NAZARIY VA AMALIY ASOSLARI

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ANNOTASIYA

Maqolada masofaviy ta'lim bilan bog'liq masalalarga e'tibor qaratilgan. Unda "chet tili" fanini hisobga olgan holda sirtqi kurslar uchun chet tilini o'qitish mazmunini tanlash xususiyatlari, shuningdek sirtqi shaklda o'quv jarayonini tashkil etishning o'ziga xos xususiyatlari aks ettirilgan masalalar ko'rib chiqiladi. Zamonaviy axborot kommunikatsiya texnologiyalari va raqamli qurilmalardan foydalangan holda o'quv jarayonida qanday didaktik va pedagogik masalalarni hal qilish mumkinligini yaxshi bilish muammosi ushbu maqolada ta'kidlangan. Kunduzgi va masofaviy o'qishda muallif Internet resurslari va texnologiyalarini chet tilida og'zaki muloqot hajmini oshirish strategiyalaridan biri deb biladi.

Kalit so'zlar: *masofaviy ta'lim, onlayn ta'lim, aralash ta'lim, ingliz tilini o'qitish, internet ta'limi.*

THEORETICAL AND PRACTICAL GROUNDS FOR ONLINE ENGLISH EDUCATION

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ABSTRACT

The article focuses on the issues associated with distance learning. It addresses issues reflecting the characteristics of the content selection of foreign language teaching for correspondence courses, taking into account the subject "Foreign language" as well as the specifics of the organization of the educational process in correspondence form. The problem of good knowledge of what didactic and pedagogical issues can be resolved in the educational process using contemporary information communication technologies and digital devices is highlighted in this article. In both full-time and distance study, the author sees Internet resources and technologies as one of the strategies to improve the volume of spoken communication in a foreign language.

Key words: *distant learning, online learning, blended learning, teaching English, internet education.*

Foreign languages are becoming increasingly crucial in the development of a high-tech society for the full socialization of the individual. Learning a foreign language allows broad access to the ideals of national and international culture while making full advantage of the Internet's capabilities. Modern paradigms of teaching foreign languages reflect the main features of the modern education system. Let's look at distance learning as one of the current directions of modernization in education, as well as the features of distance learning in foreign languages. The role of a foreign language as a means of intercultural communication is noticeably increasing in the modern conditions of socio-economic and political development of the Republic of Uzbekistan. Advanced information technologies permeate and encompass all aspects of public society, including education. As a result, throughout the period that students in the upper grades of secondary school spend learning a foreign language, it is vital to maintain developing a package of methods for using information technology. Internet technologies dramatically increase students' desire to study a foreign language, broadening the scope of individual activity to learn new

things. The Internet provides all of the required conditions for access to all of the relevant information. Countries throughout the world can supply this knowledge in the form of content, such as current news from young life, thematic newspaper articles and publications, study literature, background information, and so on. Computer technologies, Internet resources, digital devices, and distance learning are increasingly used in the education system. We explain the essence of the concepts of "distance learning", "e-learning" and "distance learning technologies". E. S. Polat considers distance learning as a form and as one of the components of the entire education system. "Distance learning is a form of learning in which the interaction of teachers and students, as well as students themselves, with each other is carried out at a distance and reflects all the components that are part of the educational process (goals, content, methods, organizational forms, learning tools), which are carried out using special means of Internet technologies or other means, providing interactivity" [4, p. 3].

Distance educational technologies are understood as educational technologies implemented using information and telecommunication networks with indirect (remote) interaction between students and teaching staff. E-learning is understood as the organization of educational activities using information contained in databases and used in the implementation of educational programs and ensuring their processing through information technologies, technical means, as well as information and telecommunication networks that provide the transmission of this information over communication lines and the interaction of students and teaching staff. [2, p.38]. Our position is based on theoretical developments in distance learning. The choice of the model depends on the learning objectives and the conditions under which distance learning can be carried out. Depending on the training model used, the activity of the teacher changes. The specifics of each model of the distance learning process determine the choice and structuring of the learning content, methods, organizational forms, and means of learning. Currently, all these models of distance learning are observed in the practice of education both abroad and in our country. Let's turn to the teaching of 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 due to the fact that the leading component of the content of teaching a foreign language is not the basics of science but methods of activity—teaching various types of speech activity: speaking, listening, reading, and writing. Academician L. V. Shcherba emphasizes that teaching a foreign language is teaching a certain activity, and the specifics of the subject are mastering speech, communication, and the formation of speech-thinking activity [6, p. 11].

Teaching reading online. If the purpose of the training is to teach the rules of reading, then the textbook in printed or electronic form should contain rules for reading letters and letter combinations, exercises on the application of these rules when reading individual words, sentences. If the purpose of the training is to teach comprehension skills when reading foreign literature, then it is necessary to consider options for controlling the level of understanding. These can be tests, answers to questions, retelling and many other tasks. When studying distance reading, the student must follow the recommendations developed in advance by the teacher, write down questions that then need to be asked to the teacher, answer questions in the manual, perform control tasks. Case technologies and network technologies are suitable for distance learning to read foreign literature. You can also use a teleconference to better organize communication with the teacher, to communicate with the teacher or to communicate with students with each other, you can use email, chat or an electronic bulletin board;

Teaching listening online. Recently, in addition to audio tools, video recordings have been used to teach listening, which contain extralinguistic and contextual keys to understanding and demonstrate visual elements related to understanding. The ability to stop and listen or watch again allows the student to better understand the audio material. A computer with its multimedia equipment plays an important role in the process of learning to understand speech in a foreign language by ear in a distance learning system. The process of learning to understand speech in a foreign language by ear in a distance learning system requires expensive equipment: good video cards,

webcams, microphone, etc. In the presence of all this and with the right methodological and didactic support, listening training gives an excellent result;

Teaching writing and speaking online. Teaching speaking and writing (it should be noted that written speech is identical to oral, presented only on paper or electronic media) is carried out through communication between the student, the group and the teacher. Writing training can be conducted using e-mail, chats, synchronous communication. Oral speech training in the distance learning system can only be conducted during teleconferences. In the process of communication, trainees use all types of activities: understanding the text in a foreign language and writing skills (communication through writing).; listening and speaking skills (communication through oral speech) [3, p. 126]. No type of activity can be taught without paying attention to three aspects of teaching a foreign language;

Teaching vocabulary online. Vocabulary training is carried out with the help of a textbook (or its electronic version), electronic appendices to it, developed exercises and tasks for self-control and control. The whole process is controlled by the teacher. Case technologies and network technologies are suitable for teaching this aspect of a foreign language;

Teaching grammar online. When teaching grammar, it is necessary to provide students with access to various dictionaries, textbooks, grammatical reference books, as well as constantly replenish sources of didactic linguistic information. Case technologies and network technologies will also be important here. To discuss the use of grammatical phenomena, you can use any means of communication between students and teachers;

Teaching phonetics online. Phonetics training is divided into theoretical and practical stages. The theoretical stage contains brief theoretical information. The practical stage consists of practicing pronunciation, intonation and speech speed. Recently, a lot of technologies have appeared that allow teaching phonetics in the distance education system. However, it should be noted that the most fruitful training will be practical phonetics in direct communication with the teacher, when he hears that the student pronounces the words correctly and can correct it. We are talking

about online television or audio conferences. We offer you several exercises to develop grammatical listening skills (from work experience):

- Listen to the sentence and name the subject and predicate;
- Listen to the sentence and determine the boundary between the main and subordinate;
- Listen to the sentence and name the elements that are gradually added to it (the length of the sentence is gradually increasing);
- From the listened phrases, name the numbers of those in which the same grammatical phenomenon occurs;
- Listen to sentences in which grammatical forms are abbreviated, restore them by context;
- Find the difference between sentences that have the same lexical design and different grammatical constructions;
- Listen to several texts containing an unknown grammatical phenomenon, try to determine its meaning, etc.

For example, the methodology and technology of using the Skype program for conducting a remote lesson allows you to see the interlocutor, and when conducting an audio conference, you can add the number of participants. In Skype, you can transfer attached files to each other, for example, tasks for a class. Thus, it is possible to conduct a group lesson. This program also has a plus - one participant can get their own screen during the lesson. The teacher can use didactic materials, illustrations, maps, video and audio stories, focus on color, font, that is, when using special technologies, the differences between full-time and distance learning are erased.

The main form of conducting educational programs using distance learning technologies are online courses. Such classes are conducted using electronic means of communication (Skype) and the means of an educational resource created on the basis of the Moodle distance learning system (an environment designed to create distance courses), which is a set of didactic materials for the lesson [5, p. 15]. In this case, you can use activities such as:

- familiarization of students with the most complex grammatical material, the formation of orientation and its primary consolidation (skill formation);

- Introduction and primary fixation of lexical material;

- Formation of intellectual skills of critical thinking (working with text on different media: the ability to highlight the most important thoughts, the ability to analyze, summarize, evaluate information);

- Discussions;

- Role-playing game;

- Project based learning. Of course, an important place is also given to the independent and independent activity of students in the form of distance work. The remote form in the form of homework may include independent work according to individual plans (based on work experience) develop and improve the necessary lexical, grammatical, writing, listening and reading skills through offline individual and group online courses;

- flexible system of advising students by a teacher while working on a project, on various types of written creative works and discussions;

- participation in international telecommunication projects. Special attention should be paid to intercultural communication. Internet services make this possible. In remote work, as well as in face-to-face training, joint teams are used. The forum is used to discuss specific issues, which will then be submitted for general discussion. These forums are currently available for almost all skins. It is desirable that similar forums exist for each joint group. Then each group could decide for themselves which issues they would consider by email and which ones on their forum. Of course, chat (online conference) is of great importance in this communication. Chat programs are also hosted in modern skins, or you can use any chat that is available for free on the internet. At the same time, all the useful educational resources of the Internet can be used to the fullest.

Thus, communication can take place at the level of small joint groups, the whole group on a common forum or in a chat, as well as in online communities organized according to their own interests.

Offline conferences hosted on a separate web page are also useful. They are convenient for project activities, discussions, discussion of controversial issues. Special technologies are provided for project activities on the network-Web quest-[http: / / webquest. sdsu website. ed](http://webquest.sdsu.edu), developed by Bernie Dodge, [http: / / www.webquest.org](http://www.webquest.org) – this is a real portal of web quests) [1, p. 11]. These pages offer assignments for project work, the entire procedural section of project activities is proposed. There are different models of distance learning, and the organization of distance learning is built differently depending on the model used. In addition, since it is a learning system, it is important to take into account the features of the learning concept used, which determines the choice and structuring of the learning content, the choice of methods, organizational forms and learning tools.

In conclusion, distance learning of foreign languages with competent mastering of didactic and technical aspects of distance learning, regular and professional support of students throughout the course, high motivation of students and availability of all necessary technical means and electronic educational resources can compete along with traditional forms of distance learning, teach students all language skills and develop their communicative skills, which is the main purpose of teaching a foreign language. The use of ICT (information and computer technology) in self-education allows teachers and students in methodical Internet groups to exchange ideas and methods for effective learning with colleagues from their country and around the world when working together with students in methodical Internet groups. Regular visits to websites for the exchange of pedagogical experience make it possible to use new techniques and methods in English lessons in practice and get answers to questions that interest you. The use of the Internet in a communicative approach is motivated to arouse the sincere interest of learners in learning a foreign language through a gradual accumulation of knowledge and experience. In this way, the unconditional transition from the inefficient traditional forms of frontal work to

the individual, intellectual, and creative learning-research activity of students, joint partnership, active scientific search for a new intellectual product, and the acquisition of new knowledge are realized.

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