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DISTANCE LEARNING OF FOREIGN LANGUAGES

Abstract: This article provides information on the forms and methods of teaching foreign languages in educational institutions. There are also modern requirements for distance learning of foreign languages in the field of education and recommendations for conducting lessons.

Keywords: Distance education, foreign languages, education system, Higher education, methods, pedagogy, online, spirituality, foreign education.

Introduction

Concern for the next generation is our national characteristic of striving to raise a healthy, harmoniously developed generation. Only a truly enlightened person can understand human dignity, national values, in a word, self-awareness, and live in a free and free country. After gaining independence, the Republic of Uzbekistan has had the opportunity to look at the history of our literature, culture, art and spirituality of our people in a new light, to carefully study and preserve it. Now we have enough knowledge not only to rediscover our spiritual riches, but also to observe and analyze the trends in foreign literature. In this regard, distance learning is a key tool in foreign language learning and teaching.

In today's age of globalization and information technology, distance learning plays an important role and is effective. However, the relevance of the topic is determined by the following factors:

First, although certain textbooks and research have been done on this topic, the theoretical and scientific substantiation of new methods and technologies in distance learning and the development of practical recommendations make it easier for students to understand a foreign language. to conduct, in a word, to conduct a prestigious scientific and pedagogical research on the role, place and importance of distance learning in a foreign language;

Second, to provide students with a thorough theoretical and experimental study of new teaching methods and technologies in foreign language classes, ie the use of various information technologies and other means of distance learning in school lessons;

II. Materials

Until recently, concepts such as distance learning, distance learning, open learning, etc. were almost indistinguishable. But so far, distance learning has proven its importance and necessity. However, the question of whether distance learning is a form of education or a technology remains relevant. Because the understanding of this question depends on the strategy of distance learning, implementation tactics and the readiness of teachers to work in distance learning. Researchers and practitioners of distance education currently define it as follows:

- Distance education - is the study of the widespread use of traditional and new information technologies and their technical means, used in the delivery of educational materials, independent learning, communication between teacher and student. is a synthetic, integral, social form.

Let's look at distance education as a form of education. Distance education as a new form of education cannot be completely independent. Distance education is built with the same goals as in the context of full-time education (if it is built on a curriculum that is appropriate for the curriculum), but the form of delivery of the material, teachers and students also the form of interaction between the birds will be different. The basic didactic principles of distance education are the same as other types of higher education, but the organizational principles of distance education are different, they are specific to distance education, because the features of the form, Internet media capabilities, its services (chats, forums, e mail, videoconferencing). Distinctive features of distance education include modularity, mastery of the role of the teacher, distance separation of the subjects of the learning process, virtual co-operation of education, self-control over the control exercised by the teacher. We can

cite the use of modern special education technologies and tools. The main areas of use of distance education include:

- Professional development of teachers in certain areas;
- Preparation of schoolchildren for special subjects in the expert examination;
- preparation of schoolchildren for admission to certain educational institutions;
- organization of school education for students;
- additional education on interests;
- retraining;
- professional training.

III. Methods

-Methods of teaching foreign languages to students:

especially distance learning,

to determine its place and importance in foreign language education

- The research used aspects of pedagogy, psychology and methods recognized in the special methods of teaching subjects in accordance with the purpose of the research.
- Methods of observation of the educational process, study and analysis of the field literature were used.

IV. Results

At present, the theoretical foundations of the study and teaching of foreign languages with the help of new modern information technologies, in particular distance learning, have been studied and practical recommendations have been developed, foreign language teaching in the process of acquiring foreign languages was able to determine the location of the method;

Optimal ways to increase the effectiveness of teaching foreign languages to students have been identified;

The role and place of students in the development of knowledge and skills of distance learning, new methods in foreign language classes are theoretically based and developed in the form of practical recommendations.

V. Discussion

Effective teaching of foreign languages requires knowledge of its methods. Language teaching is one of the most important areas of human society. In today's world of international relations, the study of foreign languages and multilingualism is of great importance. Students studying in the Republic of Uzbekistan usually study three languages. "Most of our talented young people speak three languages." These languages have special names in the theory of education. Mother tongue, second language, and foreign language. A foreign language is the language of a foreign country. Western European languages, English, Spanish, German, French and Oriental languages, Arabic, Turkish, Urdu, Persian, Chinese and Hindi are taught in our country. It is included in the curricula of educational institutions. By mastering the achievements of the methodical science, the foreign language teacher acquires a clear understanding of the criteria of the language experience accumulated by the student and further improves it. There is no doubt that the methodology of teaching a foreign language, like any other subject, is one of the pedagogical disciplines. In the West, even today, it is widely believed that methodology is not a science. For example, Penlos wrote that there are no bad and good Methodists, there are bad and good teachers.

The fact is that there are no specific studies to determine the object of study of the methodology on the basis of previously collected material. The pedagogy studies the social process of upbringing and education of the younger generation as a whole, and the methodology deals with the issues of upbringing and education of the younger generation on the basis of the means of this subject. We explain this with an example. All of the recommended methodological guidelines for students outline three issues that need to be explored in the field of methodology:

1. Goals and objectives of foreign language teaching.
2. The content of teaching
3. Principles, methods and techniques of teaching

The list of questions is based on a study of issues related to the teacher's work and the identification of the material he or she uses. Such a limitation in the scope of the

issues to be studied leads to the fact that the object of education and training itself is left out of the student's attention and the methodology becomes "childless". In line with the above, it would be appropriate to define the issues facing foreign language teaching methods as a science as follows.

1. Defining a foreign language as a subject
2. To study the activity of the teacher, ie to develop organizational forms, methods and approaches to teaching.

Thus, the methodology of teaching foreign languages has a specific research topic, which has its own characteristics in all pedagogy related to the teaching and education of students through a foreign language, which is specific only to the subject of foreign languages. is a set of events.

VI. Conclusion

After the independence of the Republic of Uzbekistan, the attention to education has increased. Many reforms are being carried out in the field of education, especially in the field of foreign language education. The revision and improvement of the Law on Education, the National Training Program, and the State Education Standards are characterized as the most important stages in these processes. These documents also set a number of requirements for foreign language education. Based on this, foreign language teaching programs and textbooks have been updated. New methods of foreign language teaching have been introduced. Advanced technologies of foreign language teaching have been put into practice. While distance learning has developed, there have been a number of problems with foreign language teaching.

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