

TEACHING FOREIGN LANGUAGE THROUGH DISTANCE LEARNING ON THE BASIS OF INTERACTIVE MEANS

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Abstract: *This article is about teaching foreign language as distance learning through interactive means.*

Key words: *distance learning, interactive means, blog, flexibility, modularity*

Being in the process of constant modernization of teaching styles, a foreign language teacher is looking for ways to motivate and engage the student in education in ever new ways. In this case, I think it is advisable to think about introducing distance learning into the educational process. Distance education (I.V. Robert, L.P. Martirosyan, Yu.A. Prozova, R.M. Lemekh and others) means learning on the basis of interactive interaction between a student, teacher and an interactive source of information resource, (for example, website or web page), reflecting all the components inherent in the educational process (goals, content, methods, organizational forms, teaching aids), feasible in an information environment while realizing the potential of information and communication technologies (ICT) (immediate reverse I am the connection between the learner and the learning tool; computer visualization of educational information; archival storage of large amounts of information, their transmission and processing; automation of the processes of computing, information retrieval activity, processing the results of a training experiment, etc.). Distance learning, organized in the information environment, allows students to build independence in the performance of tasks, develops thinking, creative activity. Characteristic features of distance learning are:

- Flexibility - students generally do not attend regular classes, but study at a convenient time, in a convenient place and at a convenient pace;

- Modularity - each individual course in the Foreign Language program creates a holistic view of a specific subject area; –Economic efficiency - an average assessment of world educational systems shows that distance learning is cheaper than traditional forms; –Specialized quality control — remotely organized exams, interviews, practical, term papers, and design work, external studies, computer intelligent testing systems are used as forms of control. Means of information and communication technologies in distance learning are: — distance learning courses;

- Email; –Forum and blogs; - chat; Television and video conferencing; - social networks; - Internet telephony; -podcasts and others. One of the methods of remote interaction that has gained wide popularity in recent times are the so-called social networks. A social network (English socialnetwork) is a social structure consisting of a group of nodes, which are social objects (people or organizations), and the connections between them (social relationships). This term was coined in 1954 by James Barnes, a sociologist at Manchester School. In English, the concept began to be used not only in terminological meaning. It was also called a service that promotes the formation and maintenance of social circles and networks and works through the World Wide Web. The authors of the NeverEndingFriending study concluded that social networks are the main reason why the amount of time spent on the Internet is growing today. The study was jointly prepared by TNS, TeenageResearchUnlimited, and Marketing Evolution, commissioned by MySpace, Carat, and Isobar. The results showed that a third of respondents aged 14 to 40 who use social networks have increased their time on the Internet as a result. These

data must be taken into account in order to take into account the peculiarities of interaction with the world and our students. We suggested that using a social network to teach a foreign language can help create additional motivation for students to learn a foreign language, as well as a single information and educational space. There you can include all kinds of electronic sources of information: databases, video and audio materials, links to virtual libraries, electronic textbooks, dictionaries, encyclopedias. And to create, in this way, a space where the student will be in a subjective position, choose his own ways and methods of solving the assigned tasks, exchange information through a way close to him, more easily share with others what is within his personal interests. Most of the students have Internet access at home and accounts in at least one of the networks, and more often in several. Age categories from 12 to 40 years old have accounts on the site www.vkontakte.ru. The site was created in 2006 by Pavel Durov. Of its closest foreign counterparts - previously developed Facebook. At the moment, the number of people who created their accounts as part of the site is over 20 million. For the purposes of remote learning a foreign language, in addition to the main options offered by the site, you can use another service - creating an interest group that everyone can open and invite other users to it. The theme of such a group may be, for example, the English language: "English for beginners." The following options open on the page of the created group: –Discussions. This tab offers its own topics for discussing current issues, news on radio and television, video and film distribution, the political situation in the world, translation difficulties and much more. -Wall. Opinions are publicly expressed, participants exchange information, greet each other. -Latest news. The teacher and students can publish news that are immediately reported to users in the service "my news". –Video and audio materials that are freely available for all members of the group are downloaded, thus the use of media is activated, there is no need to distribute these materials to students through the exchange of digital media (disks, memory cards). The resources of the site are rich, but you can download new ones. Here you can offer a series of exercises for listening to these materials, publish lyrics and more. Thus, the student can always choose interesting material and relevant exercises. - Published links to educational or authentic sites containing the information necessary for training. So, in one place links to encyclopedias, dictionaries, thematic (movies, music, news) and educational sites, blogs, the press can be concentrated. –Groups can become “friends,” that is, publish links to other thematically related groups on their pages. There are more than 100 other groups on the vkontakte.ru site dedicated to the UK, its music, artists, cinema, language learning, its features, literature, there are groups that communicate only in English and which include native speakers. with which students navigate in the proposed space of remote interaction, where they feel very free, their interest allows them to always be “in touch” with their students, who cease to be “learnable”, but become subjects of their interest and, as a result, knowledge. This way of interaction allows you to significantly expand the boundaries of the concept of teaching a foreign language, go beyond the university course, temporary and cultural space, move away from the hierarchy, and replace the teacher’s position as a “senior” model with a partner position. Knowledge is understood not as impersonal information, but as a combination of skills actualized in the subject’s activity system, based on his personal interest and personal qualities. Internet telephony, also known as IP telephony, is a technology for transmitting voice over the Internet. Internet telephony has tremendous methodological potential. One of the most important elements here is interpersonal communication, in particular, communication between a student and a native speaker of the language he is studying. It is known that in order to maintain a lively dialogue, both parties need to be interested in the topic of conversation. Here, the Internet provides us with unlimited

possibilities for finding an interlocutor. The student selects the user for a number of aspects of interest to him. The most convenient search engines for choosing an interlocutor are search programs for programs: ICQ, Miranda, Skype, MSN and MSM Messengers. The creation and development of methods of teaching a foreign language using Internet telephony will allow students to most effectively improve not only the mechanisms of foreign language speech, but also the culture of speech behavior. Thus, using the capabilities of Internet telephony, it is possible, integrating them into the educational process, to more effectively solve a number of didactic tasks: –to form reading and reading skills; –To improve listening skills; –To improve the skills of monological and dialogical utterances; –Fill your vocabulary, both active and passive, with the vocabulary of the modern foreign language; It seems to us that Internet telephony is an effective means of improving the communicative competence of students in addition to a number of other features of the Internet. Unfortunately, the methodological potential of Internet telephony is far from being realized in the practice of teaching foreign languages. One of the most affordable tools to help use information technology in the process of distance learning a foreign language is a blog.

A blog is a website whose main content is regularly added posts, images, or multimedia. Blogs are characterized by short entries of temporary importance, sorted in reverse chronological order (last entry above) The differences between a blog and a traditional diary are determined by the environment: blogs are usually public and involve third-party readers who may engage in public debate with the author. Blogs are characterized by the ability to post reviews by visitors. It makes blogs a networked communication environment that offers several advantages over email, newsgroups, web forums, and chat rooms. Consider the possibilities of using the blog when teaching a foreign language. In this case, the teacher has the opportunity to work with students on the Internet, posting on his page a series of tasks, tests that the student must perform independently during his training. The blog provides an excellent opportunity to answer students' questions at any convenient time, to discuss the problems of the proposed topic. One of the advantages of a blog in teaching is the ability to upload a package of documents necessary for the student in the learning process (the curriculum for the discipline, the proposed individual teacher program, rating plan, schedule of teacher consultations, etc.). Using a blog stimulates students' independent activity, increases motivation, independence, and this leads to increased self-control in the learning process, to the desire to know and find the information you need. Accordingly, the student's interest affects the amount of time spent on preparing homework, developing projects, etc. Thus, the quality of work is improved, since the student is not limited by the scope of the lesson. When using the blog, the student has the opportunity to post his material, presentations and leave his own judgments, which will be available to the entire group of students. According to the proposed methodology, the teacher works with students autonomously, giving them freedom of choice in completing assignments, but at the same time guiding, controlling and adjusting the process of teaching a foreign language, which undoubtedly affects the productivity and quality of the work performed.

Podcasts First of all, it is necessary to clarify what is meant by the term “podcast” and its derivatives. The inventor of the word podcasting is the host of the MTV channel Adam Kerry, who put two words together by word of mouth: iPod is a trademark of the series of portable media players from Apple (USA)) and broadcasting - ubiquitous widescreen broadcasting. Thus, the term “podcasting” has acquired the following meaning: “it is a way to distribute audio or video information on the Internet”. Audio podcasts or programs posted on the Web in the form of issues that can be easily downloaded to an MP3 player and listen to any user-friendly time; these are individual files or a regularly

updated series of such files published at the same address on the Internet. The target audience for podcasting is users of personal or portable computers, as well as portable players. For convenient listening / viewing of podcasts, many software products have been created that monitor the updating of podcast tapes and their automatic loading. Among these products are the most famous podcast terminals: iTunesStore, samsung MP3 club, RSS Radio, JuiceReceiver. As a rule, podcasts have a certain theme and frequency of publication. You can distinguish the main genres of podcasts, including audio blogs (analogue of an online diary), audio books, educational podcasts, news, politics, sports, games. To implement the tasks of teaching a foreign language, educational podcasts deserve special attention. Now many European and American colleges and universities are releasing their educational podcasts. At the same time, both teachers on the latest scientific achievements and students who share the knowledge that they have and other useful information are uploaded to the podcast. Speaking about educational podcasts, we will dwell separately on audio blogs dedicated to learning foreign languages. As a rule, foreign language teachers who use audio blogs in the learning process talk about two ways to use podcasts: listening to information and creating their own products. In our opinion, educational podcasts devoted to the study of foreign languages allow us to solve a number of methodological problems, including the formation of auditory skills and listening comprehension of foreign language, the formation and improvement of auditory-pronunciation skills, the expansion and enrichment of the lexical dictionary, the formation and improvement of grammar skills, development of speaking and writing skills.

Thus, when selecting podcasts for the content of distance learning in listening and developing tasks for them, the teacher must follow the basic principles and requirements of working with audio text. It can be concluded that the podcast as a media of information is, along with other resources, an indispensable technical tool for distance learning a foreign language, which allows solving complex tasks of foreign language education. Thus, to date, rich experience has been gained by teachers of a foreign language using computer communication tools in distance learning: synchronous (chat and video conferencing) and asynchronous (email, forum, personal web page and blog). The introduction of Internet technology does not entail changes only in the educational activities of the trainees, but also in the ways of presenting material from teachers. We consider it necessary to emphasize the new role of the teacher - such functions are assigned to him as coordination of the cognitive process, correction of the taught course, counseling, management of educational projects, assistance in professional self-determination.

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