THE IMPORTANCE OF PREPARATION OF ENGLISH LANGUAGE TEACHERS FOR DISTANCE EDUCATION IN UZBEK SOCIETY

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ABSTRACT

This article is dedicated to develop effective distance learning methods for teaching English classes through a comprehensive approach that takes into consideration the unique learning needs of students and evolving nature of teaching practices. There are some effective ways to develop a successful distance learning program for English language classes.

Key words

Distance, learning, technology, requirements, technical, specialist, space, resources, effective, approach, language, foreign.

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. Particularly, interactive services are highly appreciated in this process. Modern foreign language teaching methods have been developed by scientists and have proven to be more efficient than traditional methods . A great deal of attention is paid to the development of distance education in our country. Many people think that distance learning is just a form of a new type of correspondence education.

It is a matter of fact: students and pupils can learn FL without leaving his working place. But there is a requirement: for this he needs standard software and a modern computer. In this regard, the Decree of the president of the Republic of

Uzbekistan Sh.M.Mirziyoyev which is optimal solution above mentioned problem. According to the decree of the President of the Republic of Uzbekistan dated May 8, 2018 PD No.-5438 "On measures to fundamentally improve the system of training, retraining and advanced training for teachers" several works are being carried out as purchasing and installation of equipment for organizing distance learning and videoconferencing, as well as works on organizing videoconferencing, online tests and surveys on distance learning systems, development of appropriate software products and creation and equipping of multimedia studio with the purpose of development of methodical and technical parameters of introduction and development of electronic educational materials for distance and independent training of students and pupils. Nowadays, audiences can learn English without leaving their work place.

Distance learning is a form of education based on information and communication technology (computers, telecommunications, and multimedia) and scientific teaching methods. Distance learning is the interaction of a teacher and students between themselves at a distance, reflecting all the components inherent in the educational process (goals, content, methods, organizational forms, and teaching aids) and implemented by specific means of Internet technologies or other means involving interactivity. The effectiveness of distance learning depends on the organization and methodological quality of the materials used, as well as the skill of the teachers involved in this process. Distance learning implies a more thorough and detailed planning of the activity of the audience, its organization; clear statement of objectives and learning objectives; delivery of necessary training materials;

The key concept of distance learning educational programs is interactivity. Distance learning courses should provide the highest possible interactivity between the learner and the teacher, feedback between the learner and the educational material, as well as provide an opportunity for group training;

- feedback should be operational and delayed in the form of external evaluation;

- the most important element of any course is motivation that must be maintained;

- the structure of the distance learning course should be modular so that the learner has the opportunity to realize his progress from module to module, could choose any module at his discretion or at the discretion of the leading teacher, depending on the level of training In order to successful organization of the process of distance education, it is advisable to use various methods, schedules for audiences, manuals and explanations that will help audiences plan their working time. It is very important to calculate the optimal duration of the course. The

organization of distance education requires the involvement of specialists of various professions: managers and course organizers, pedagogical coordinators and curators, teachers, highly qualified methodologists for the development of training materials, technical specialists and system operators involved in technical support for the educational process. Special mention should be made of teachers curators and coordinators of teachers, where it is important to provide feedback and organize communication between the participants in the training. They must be highly qualified in the field of subject matter, should know the theory of learning, be able to create an educational environment and manage it, be able to manage the structure of the training course, know pedagogical technologies and telecommunications, have skills in presenting educational material (it is interesting to present new material, ask questions, lead class and organize feedback), be able to communicate with audiences. The teacher provides communication of audiences with teachers and course authors, as well as promptly responding to emerging questions on the course, monitors the timeliness of delivery of reporting materials. The coordinator teacher supports learners in the field, i.e. on the basis of the regional center, which is associated with the parent organization. He acts simultaneously in several persons: as a secretary, administrator, technical consultant and teacher-consultant. He should be able to organize group individual training, solve technical problems, instruct students, evaluate and control their work, and keep track of course documentation. Technical specialists (they can be not only engineers, but also methodologists or administrators who are familiar with the features of the network technologies used) solve technical problems as soon as possible, provide the necessary advice or technical assistance to the needy distance education participants on working with equipment. Each of the participants in the process can interact with other specialists and with each other. The interaction between the participants is the key to any educational program. The special features of distance learning includes electronic mail, consultations, telecasting seminars, electronic testing, independent work of learners via the Internet, independent work with audio-video applications, and memory back-ups of expert systems;

- Independent work of learners;

- Preparation and defense of the dissertation (thesis), graduation (referrer), presentation of diplomas or certificates to the learners;

- Various types of teleconference (for example, on the course, at the institution, or on the global network).

The distinctive feature of the distance learning system is the organization and control of educational audiences, the use of methodological manuals and electronic

libraries, and the use of global and local computing tools for computer networks, training of trainers.

1. Choosing platform and teaching tools

Before you are going to start, you'll need to decide on a platform to deliver your online classes. Some teachers choose Google Classroom, which is a free online learning management service for schools. It facilitates collaboration, creativity, file sharing and grading – and of course works well with all other Google platforms, like G Suite for Education, Google Docs, Google Slides, and so on.

Alternatively, you could explore Flipgrid. Free for teachers to sign up, Flipgrid is designed for all levels of education – from pre-primary to postgraduate. It's especially good for sharing videos, collaboration and storytelling. In addition, there's Zoom, a video conferencing and teaching platform which has exploded in popularity recently. It comes with a built-in interactive whiteboard, space for up to 100 students, file sharing, breakaway rooms for group work and chat features.

Zoom has a generous free plan, though sessions can only last up to 40 minutes (at which point you would need to restart the lesson to continue or upgrade to a Pro account).Skype is another option, however it will require all your students to download the software and create an account. Google Hangouts is a useful tool if you have a Google account. Providing screen share, file sharing, live captions and chat, it's simple to use but is not specifically designed for teaching. Learners can sign in without a Gmail address.

2. Technology requirements.As a teacher, we'll need to administer your course, create materials, broadcast your class, interact with your students and grade their work. For efficiency, we'll need a laptop, a desktop computer or a professional tablet.

Our students will also need a laptop or computer if they want to fully participate in your classes. However, smartphones or tablets with an internet connection can be used when there's no alternative.

4. Training

Dedicate a portion of your first class to helping your students get to grips with the technology. Even if we spend half of the first session doing so, it will save our time explaining things to individuals over and over again. Many online teaching and conferencing platforms also have guides and video explainers to help us get started.

We can even use these introductory videos as listening activities and play games on the whiteboard to try out functionality.

5. Space and resources

Where possible, we should set aside a dedicated area in our home or office to teach from. Make sure you have all the visual aids and materials you need to hand.

This will help us feel we are in a classroom and will help us be more spontaneous and creative during your lessons. This is especially important in young learner classes, where we might need to change the pace of the class using flashcards, puppets or even costumes!

Encourage your learners to do the same and set up a designated study area. If your students are very young, ask their parents to help. This will help them get in the right frame of mind to focus on learning.

Additionally, ensure that nothing in view of the camera can identify your home address, any sensitive information like bank details, any book titles you wouldn't want to be associated with, any information about your children, etc. If this information is accidentally (or purposefully) shared online it can be a security risk.

6. Learning objectives.It can be difficult for students to adjust to online learning, especially when they're joining our class from their homes. Bring them into our lessons by starting all our classes with learning objectives.

Use your chat box or interactive whiteboard to share what you will cover during the class and explain what you expect from your students. This will help students focus and feel like they are in a regular classroom. At the end of the class, you can reflect on what you've done together and whether you have achieved what you set out to do.

7. Create a routine

Do your best to develop a routine in the classroom. This will help your students feel they're in a safe learning environment and makes giving instructions faster and more efficient. For example, you can start with a warmer activity that involves all the students (for example, a game, a review or a few student-centred discussion questions), then go into your class objectives and review homework or project work. Also, make sure you mix study with energising games or mini-breaks and have students share their ideas.

1. Effective Approach

Learning efficiency is typically determined by the money, time and resources that are crucial for obtaining desired results. This means the learning process becomes better if fewer expenses and less time is involved. The idea here is to formulate an effective approach where both productivity and efficiency can be increased.

This approach should be directed to every aspect of online education: curriculum, theory, practice, teaching, administration, technology, and institutional culture to leaving a positive impact on the overall method of learning.

2. Courses Empowered With Videos

As digital videos witness enormous popularity, incorporating them into the eLearning process would bring a versatile and convenient flare to education. Thus, videos should never be overlooked as they are an asset for teachers, students, and educational institutions too. Well, having videos would lead to:

Learners would be able to hear and see the various concepts that are being taught and will process them in a similar way during everyday interactions. Further, they assist in the learning process, particularly the complex topics that demand a great

The videos are one of the amazing go-to resources that can be viewed anytime and from anywhere. If students have access to the internet, then they can watch and learn from a multitude of devices such as smartphones, tablets, and laptop.

When students adopt videos for online learning, they increase their digital competency, and this is undoubtedly one of the most important skill-sets of the 21st century.

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