



THE ROLE OF DISTANCE LEARNING IN TEACHING PROCESS

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ABSTRACT

The article deals with the issues based on the role of distance learning in teaching process. The integration of distance education, in general, into the educational community, the inevitable virtualization of universities operating in the field of distance education, will lead distance learning of foreign languages to compulsory study not only in the context of independent discipline, but in combination with various courses.

Based on the material of this work, it will increase the effectiveness of education in the field of learning foreign languages.

Key words

foreign languages, information technology, education, educational process, distance learning, electronic libraries.

The latest global pandemic collapse has presented universities with many educational challenges. The existing state of education has filtered higher education's real preparedness for adaptive distance learning changes. If they hadn't done so before, educators had to adjust to the demands of reality by reshaping educational programs to include distance learning rather quickly. Even though distance learning has assumed the leading position in present-day research, numerous universities battled with their students' smooth progress to the distance learning measure. Distance learning has been simply acquiring energy, and those universities that have created offices for online instruction have immediately figured out how to necessities of these days challenge.

Distance education is a concept that has gained significant popularity over the past few years. Distance learning programs have helped many students who are unable to attend campus-based or full-time courses to realize their educational aspirations.

One of the most important areas of distance learning in the study of foreign languages is the creation of a unified learning environment and its own licensed training program. At the same time, the program should include both a basic level of grammar, phonetics, vocabulary, listening for beginners to learn a foreign language outside the university, and an advanced level for senior students,



including journalistic articles, non-adapted texts, audio recordings of native speakers and synchronous functions translation.

Distance learning of foreign languages has its own specifics, due to the fact that it involves learning various types of speech activity. Naturally, for teaching such types of speech activity as reading and writing, you can largely limit yourself to the network course, since the features of these types of speech activity do not require

voluminous graphics and even a significant volume of sound accompaniment. Nevertheless, when teaching pronunciation, speech and listening, it is not possible to limit oneself to text files only, it is necessary to rely on sound accompaniment, as well as creating various situations that stimulate the students verbal statements, i.e. there is a need for reliance on illustrative material. Using such material in network courses, as we already know, is technically quite possible, but practically, given the real situation, it is still quite problematic due to the large amount of memory that such files require [8].

The leading goal of teaching a foreign language at a university is communicative – the formation of communicative competence, i.e. the ability to extract sufficiently complete information when reading foreign texts, the ability to understand the

interlocutor, and also to express one's thought, point of view verbally and in writing.

Thus, the peculiarity of the subject "foreign language" is that the purpose of training is not so much knowledge of the subject itself, i.e. about language (language competence), how much is the development of certain skills and abilities of different types of speech activity based on knowledge of the way of activity (communicative competence). In accordance with the theory of activity, training in any type of activity is possible only in the course of performing this activity.

It follows that when learning a foreign language, it is necessary to organize independent actions of students (and each student) in the form of speech activity that they are taught. If students are taught reading, then each student must be given the opportunity to read, practice reading. When learning to speak – each student should be given the opportunity to speak, express their thoughts in a foreign language. When learning to listen, each student should be able to listen to foreign language speech. It is important to keep in mind the existing regularity

formulated at one time by the well-known methodologist I.Rakhmanov: training in any type of speech activity is based on auditory-motor skills, therefore, oral practice is necessary in the formation of skills for any type of speech activity [3].



As the studies showed, a significant proportion of the population currently has a sufficient level of technical equipment for the consumption of educational services of high-tech distance learning, including based on Internet technologies, which can provide maximum interactivity and therefore are most preferable for the consumer market. An indispensable condition for the effective use of these technological capabilities is high-quality content that provides support for the process of distance learning and educational process management [9].

A fundamentally new didactic quality of software and methodological support that arises from the maximum use of visualization of educational material using multimedia, the organization of interactive interaction with the student through the logical means of computer programs and telecommunications capabilities.

Wide multifunctionality, allowing you to use the developed didactic tools in different forms of education (fulltime, evening, correspondence, external studies) and with various configurations of technical equipment, both developed and the most minimal.

High adaptability of students to a variety of requirements and teachers to the content of training - relying on an array of various textbooks and teaching aids already published and available for students created in various universities, providing opportunities for teachers and students to actively change the elements of the environment, taking into account their specific requirements.

Technological mobility - the ability to use environmental elements in various distance learning technologies used in universities, including case-DL systems (a training course on printed media, which may include audio cassettes), and television-DL (video training course with additional printed materials) and Internet-DL (computer programs, e-mail, Internet) [7].

In modern conditions of the development of pedagogical science, priority areas have been identified that will allow the development of the education system in the context of the formation of the information society, which based on information technology, telecommunications and distance education technologies.

One of the opportunities for improving multilevel teacher education is distance education, which has been actively developing since the mid-90s.

The term "distance education" refers to various educational models for which it is common that some or all of the students and teachers are spatially separated.

Like all types of education, various models of distance education are built on the basis of the main components of the learning process: presentation of subject content; interaction with teachers; performance of practical tasks.



In the process of historical and pedagogical analysis of the development of the theory of distance education and distance learning, the social, technical and pedagogical prerequisites for the development of DL as a field of scientific research and as educational innovative practice have been identified [5, 18].

An analysis of foreign theories, models, concepts, hypotheses of DL shows that although the concept of DL itself does not have a single interpretation, it also represents an artificially created learning opportunity in the

form of dialogue, and developing on the basis of the principles, methods, and educational technologies inherent in DL .

An analysis of the growth of internet opportunities and its use in the educational process shows that the introduction of new internet-based information technologies is one of the promising areas for improving DL. In the process of designing new models of preschool education, educational technologies should be applied to

ensure the delivery of the maximum amount of educational information.

Distance education allows making education accessible to the general public regardless of place of residence, age, living and working conditions on the basis of full equality and depending on each person's abilities and, thereby, fulfilling the population's needs for educational services, and the countries in high-quality specialists; implement important and constructive ideas of advanced and continuing education, be able to respond to constantly changing demands of the labor market; to compensate for the reduction in state funding to strengthen

international integration, relieve social tension, increase social and professional mobility of the population; to preserve and increase the knowledge, personnel and material potential accumulated by the domestic education system, make fuller use of the pedagogical and scientific potential of universities, make effective use of existing and promising means of new information technologies (SNIT), and solve a number of other socio-economic problems.

Using the distance form of training, it is precisely an individual approach that is successfully implemented that takes into account the student's abilities, his intellectual abilities, and helps to remove psychological difficulties in mastering the educational material. Such an introduction of the most promising technologies (video materials, computer graphics, presentations, electronic dictionaries, video conferencing, etc.) is becoming a very popular form of training today.

Distance learning has several advantages:

1) freedom of access and choice - you can practice almost anywhere, anytime and with any teacher

2) reduction of training costs - the cost of the storage medium, but not the methodological literature



- 3) the flexibility of training - an independent choice of the duration and sequence of studying materials, an adapted learning process to fit your capabilities and needs
- 4) the ability to keep pace with the times - timely and efficient updating of training materials

In the process of implementing learning, it is certainly necessary for teachers to motivate students. With the motivation of the teacher, it will foster self-confidence in students to continue to practice and develop for the better. The role of a teacher as a motivator in the learning motivation process is one of the most important dynamic aspects. It often happens that students with poor academic performance are not caused by a lack of ability, but by the fact that they do not have the motivation to learn, so they do not try to use all their abilities. Therefore, teachers must be more creative in stimulating student motivation. Among them are an explanation of the goals to be achieved, arouse students' interest, create a pleasant learning atmosphere in learning, reasonable praise for the success of each student, evaluate, comment on the work of students and create competition and cooperation between students and teachers.

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