



 Research Article

DISTANCE CLASSES AS ONE OF THE FORMS OF ENSURING THE QUALITY AND EFFECTIVENESS OF EDUCATION IN EDUCATIONAL INSTITUTIONS

Journal Website:
<http://sciencebring.com/index.php/ijasr>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

Submission Date: March 20, 2023, **Accepted Date:** March 25, 2023,

Published Date: March 30, 2023

Crossref doi: <https://doi.org/10.37547/ijasr-03-03-04>

Mohinur Borieva
Oriental University, Uzbekistan

ABSTRACT

The modern education system is due to two irreversible progressive factors: the intensive development of information technology and fierce competition in the market of educational services. The leading role of distance learning in these processes is undeniable. The question is in optimizing the use of innovative resources for solving linguistic problems.

KEYWORDS

Distance learning (DL), virtual language environment, interactive learning, foreign languages.

INTRODUCTION

The COVID-19 pandemic in 2019-20 affected education systems around the world, leading to massive school and university closures.

Today we can already draw the first conclusions from the lessons of the universal “remote work”, the transfer of the entire education system to work in a remote format. Obviously, we are

witnessing the largest educational experiment in the history of mankind, covering 90% of kindergartens, schools, colleges and universities in the world.

Without a doubt, online learning is not just a long-term trend, but a fait accompli of our lives with a rapidly growing number of involved users. At the

same time, it is clear that the transition to online learning does not mean the successful digitalization of education. While this transition is technological, but not methodological. Today, many users have a stereotype that online education is inevitable boredom at the computer, painful trials for children and families. But in vain! The most interesting and important is waiting for us in the near future.

The coronavirus has required a massive digital transformation of the world's population, its adaptation to life online, and, in fact, in a converged online/offline environment. The same thing happened in education, which suffered less damage compared to other sectors of the economy and even showed a certain increase in the efficiency and social significance of teaching work.

It can be concluded that, despite the obvious unpreparedness of the country's education system as a whole for a general transition to online, the first wave during the pandemic was successfully passed, ensuring a low incidence of coronavirus among teachers and students. At the same time, the low level of "digital literacy" and the effectiveness of using digital technologies became apparent, which was also demonstrated by the results of the PISA 2018 study. The second wave (which is almost inevitable) will lead to an ever greater increase in the efficiency of work on digital educational platforms that have proven themselves well both on the part of students, and on the part of teachers and families.

Today, we can predict several stages in the further development of digital education. The first stage - training in remote access - has already been completed. This is the stage of transferring the traditional class-lesson education system to the format of remote interaction in the videoconferencing mode and nothing more.

The second stage will demonstrate the ever-expanding use of modern digital tools and technologies that provide a variety of interactions, a variety of forms and activities of participants in educational relations, ensuring the growth of the efficiency and quality of education, the use of various models of organizing the educational process (full-time, part-time, part-time) in solving tasks of education of the network era.

At the second stage, content delivery to the end user will also be optimized and personalized based on the increasing use of artificial intelligence tools that evaluate the educational behavior, achievements or failures of the student and offer him appropriate tasks, including in a playful way, blurring the differences between educational and entertainment content. This requires fundamentally new approaches to the selection of the content of education.

Well, the third stage is seen as the widespread introduction of cobots - robots that provide team interaction in a common convergent educational environment that provides maximum personalization of learning and learning processes.

The fundamental basis for the development of modern society is the widespread penetration of network technologies that have changed all aspects of human activity, including the education system. Network technologies have created a new, rapidly changing socio-cultural environment of human life, in which many participants interact with each other through a huge number of devices, including those with “smart” functionality, technologies and services, where “digital” has turned from new opportunities into a new human environment. . Network technologies, in fact, were the basis of the technological revolution, its driver, providing:

- unprecedented opportunities for comfortable communication, interaction and joint activities at a convenient time, convenient place, pace, etc.
- unlimited and convenient opportunities for obtaining any information and knowledge.

But there is another important point that is connected with the network.

The development of digital tools for social interaction has led to serious changes in the higher mental and cognitive processes of a person (memory, thinking, attention, etc.).

Today we see that network technologies and the human psyche are evolving in close relationship, significantly changing the personality of a person, forming a network personality.

We are just beginning to study the psychological, social, cultural and other characteristics of the network personality, the features of the new

socio-cultural environment of its formation and development, which is of a convergent, mixed online/offline nature.

It is the requests and expectations of the network personality that largely determine its educational behavior, form the requirements for the content, forms, methods and technologies of organizing the educational process, the selection of its participants in a convergent educational environment that combines real and virtual space. One of the most important features of the network personality is the attitude to the possible speed of satisfaction of its needs: not delayed, but immediately - here and now! Moreover, this feature has acquired a valuable meaning for a person and largely determines his life and activities.

The convergent educational space is not only variable, redundant and multi-vector , but thanks to the network it is unlimited, it provides an instant transition from one point of the network to another. This allows you to create a variety of digital educational environments based on platform solutions. And in the near future we will master (in fact, we are already mastering) three-dimensional educational spaces that combine ordinary, augmented and virtual reality.

Virtual and real space complement and enrich each other. This environment is natural, understandable and attractive for young people (and not only young people), motivates them to engage in a variety of activities, innovations and interaction. It, of course, requires a different organization of the educational process,

reflecting the characteristics of the network environment.

Today, in many states, including Uzbekistan, intensive processes of standardization and informatization of education are underway, ways are being developed to improve its effectiveness, the development of the capabilities of new information technologies and tools by the pedagogical community is financed, and the development of new ways of educational activity on their basis, including open - not limited by space and time. It can be said without exaggeration that today Russian education, changing the system of priorities, is entering the next, informational, phase of its development. In this context, the improvement of didactic theory, taking into account the emerging educational conditions, becomes an urgent task. In the emerging unified world educational space, there is an increase in demand for the training of specialists who speak several foreign languages for professional interaction at the international level, which has recently significantly increased the status of a foreign language as an educational discipline, changed the view of the content and methods of teaching, led to the emergence of innovative forms of education, which, of course, include distance education. In the course of the study, it was found that effective distance learning should be built on the basis of a specially designed virtual language environment, including a complex of electronic educational, applied, instrumental and communication tools that allow organizing a full-fledged educational interaction of both constantly contacting and separated by

space and time educational subjects. process, using the latest pedagogical technologies.

At the present stage of development of society, information technologies have a great influence on our lives, in this situation, knowledge of foreign languages is necessary for successful activity. Modern world educational standards are aimed at preparing a highly qualified, thinking person and creatively developed, capable of quickly adapting to the world.

For the learning process to be successful, communication between the teacher and the student must be carried out with the availability of additional technical means, primarily the student's computer. The first trial lesson can be very short, during this period of time the teacher should get to know the student, discuss the schedule of individual lessons, determine their duration and regularity. And most importantly - to identify the goal of learning a foreign language, set tasks, identify the strengths and weaknesses of the training, adjust the individual program for classes.

After conducting a trial lesson, the teacher should determine the appropriate methods and techniques for further work with the student in accordance with his individual characteristics, interests, goals, select material and various programs.

Summing up the work in the lesson: this stage of the work is to identify the degree of mastery of the student with new material in order to make changes to the methodology of work in accordance with his individual characteristics.

One of the fastest forms of checking lexical and grammatical skills are various online tests, where you can find out the result immediately after completion.

Strict adherence to the logic of work, an objective assessment should be combined with praise for the first achievements of the student.

Many students do not like doing homework, but regular monitoring will help develop the student's independence and self-organization. After conducting an online lesson, the teacher should select and send to the student's e-mail homework in electronic form, which he must independently complete and send to his teacher for verification before the next lesson. After that, the teacher should correct the mistakes in order to discuss them before the next lesson. Doing homework should be regular, but should not be boring and burdensome.

While observing the main stages of work in the process of an online lesson, competently setting goals, tasks, choosing methods of work, positive aspects were noticed in the interactive study of a foreign language:

- there is no stiffness during communication with the teacher, which helps the student to relax and learn much more efficiently;
- if necessary, you can extend or, conversely, shorten the lesson;
- the lesson takes place in a friendly atmosphere;
- you can not strictly adhere to the recommended program of teaching foreign languages, etc.;

- the teacher can offer material for the study of grammatical or colloquial topics from various foreign textbooks;

online lesson with him and listen to it in his free time as many times as necessary, making the necessary pauses to memorize the material.

CONCLUSION

Thus, it follows from the foregoing that, despite the existing difficulties and shortcomings in online classes, distance learning has many advantages in that it erases spatial barriers and allows you to learn a language along with its native speakers from different countries. Students get the opportunity to develop skills such as tolerance, readiness to seek a compromise solution and respect the opinions of others. Therefore, we can conclude that distance learning helps to solve some of the psychological problems of young people, expands their communicative sphere, and contributes to the development of motivation for learning. In our opinion, in the future, education will be continuous, regardless of where the student is. To achieve all the above goals, features of the learning process, online classes will increasingly be used.

REFERENCES

1. Григоренко С.Е., Сагалаева И.В., Фисунова Н.В. Online-занятие как одна из форм дистанционного обучения иностранному языку в ВУЗе // Современные проблемы науки и

- образования. – 2018. – № 5.; URL:
<https://science-education.ru/ru/article/view?id=28088>
(дата обращения: 28.03.2023).
2. Коваленко А.В. Online-занятие как одна из форм обучения иностранному языку студентов неязыковых специальностей вуза в эпоху экстремальных явлений // Педагогическое образование: новые вызовы и цели. – Сургут. 2021., стр 81-91.
 3. Андреев А. А. Дидактические основы дистанционного обучения в высших учебных заведениях: автореф. дис. ... д-ра пед. наук. М., 1999. 41 с.
 4. Ким Л. С. Методология контроля учебной деятельности при дистанционном обучении иностранному языку в процессе профессиональной подготовки в неязыковом вузе: дис. ... канд. пед. наук. Ростов н/Д, 2002. 135 с.
 5. Громова Т. В. Теория и технология подготовки преподавателей вуза к деятельности в системе дистанционного обучения: дис. ... д-ра пед. наук. Самара, 2011. 393 с.
 6. Фальков В. Н. Система науки и образования должна быть более гибкой [Электронный ресурс]. URL: https://minobrnauki.gov.ru/ru/press-center/card/?id_4=2545.