

TO THE QUESTION OF ORGANIZATION OF DISTANCE LEARNING IN A FOREIGN LANGUAGE BASED ON INTERACTIVE FACILITIES

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In the process of constantly modernizing learning styles, the foreign language teacher is looking for ways to motivate and involve the student in education in more and more ways. In this case, I consider it appropriate to think about introducing distance learning into the education process. Distance education (I.V. Robert, L.P. Martirosyan, Yu.A. Prozova, R.M. Lemekh and others) means learning based on interactive interaction between a student, a teacher and an interactive source of an information resource, (for example, website or web page), reflecting all the components inherent in the educational process (goals, content, methods, organizational forms, learning tools), feasible in the information environment when implementing the capabilities of information and communication technologies (ICT) (immediate feedback between the student and a teaching tool; computer visualization of educational information; archival storage of large volumes of information, their transmission and processing; automation of the processes of computing, information retrieval activities, processing the results of an educational experiment, etc.). Distance learning, organized in the information environment, allows students to form independence in performing tasks, develops thinking, creative activity.

The characteristic features of distance learning are: –Flexibility - trainees generally do not attend regular classes, but study at a convenient time for themselves, in a convenient place and at a convenient pace; thirty –Modularity - each separate course in the "Foreign Language" program creates a holistic view of a specific subject area; –Economic efficiency - the average assessment of world educational systems shows that distance learning is cheaper than traditional forms; –Specialized quality control - remotely organized exams, interviews, practical,

coursework 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 courses; -Email; –Forum and blogs; - chat; –Tele- and video-conferencing; - social networks; - Internet telephony; -podcasts, etc. One of the methods of remote interaction that has become widespread in recent years is the so-called social networks. A social network is a social structure consisting of a group of nodes, which are social objects (people or organizations), and connections between them (social relationships). The term was coined in 1954 by Manchester School sociologist James Barnes. In English, the concept began to be used not only in terminological meaning. This was also the name given to a service that promotes the education and maintenance of social circles and networks and works through the World Wide Web.

Most of the students have access to the Internet at home and have accounts in at least one of the networks, and more often in several. The age category from 12 to 40 years old have accounts on the site www.vkontakte.ru. The site was created in 2006 by Pavel Durov. Its closest foreign counterparts are previously developed by Facebook. At the moment, the number of people who have created their accounts within the site is over 20 million. For the purposes of distance learning of a foreign language, in addition to the main options offered by the site, you can use another service - the creation of an interest group that everyone can open and invite other users to it. The topic of such a group can be, for example, English: "English for Beginners". The following options open on the page of the created group: –Discussions. This tab offers their own topics for discussion of topical issues, new products in 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 communicated to users in the "my news" service.

–Video and audio materials are uploaded, which are freely available for all group members, thus, the use of media materials is activated, there is no need to distribute these materials among students through the exchange of digital information carriers (disks, memory cards). The resources of the site itself are rich, but you can upload new ones too. Here you can offer a series of listening exercises for these materials, publish lyrics, and more. Thus, the student can always choose material that is interesting to him and relevant exercises.

- Links to educational or authentic sites containing information necessary for training are published. So, in one place can be concentrated links to encyclopedias, dictionaries, thematic (cinema, music, news) and educational sites, blogs, press.

–Groups can become “friends”, ie. publish on their pages links to other, thematically related, groups. On the site vkontakte.ru there are more than 100 other groups dedicated to Great Britain, its music, performers, cinema, language learning, its peculiarities, literature, there are groups in which communication is conducted only in English and which include native speakers. with which students are guided in the proposed space of remote interaction, where they feel very free, their interest allows them to always be "in contact" with their students, who cease to be "learners", but become subjects of their interest and, as a result, cognition. This way of interaction allows you to significantly expand the boundaries of the concept of teaching a foreign language, go beyond the university course, time and cultural space, move away from the hierarchy, replace the position of the teacher as a model of "senior" with a partner position. Knowledge is understood not as impersonal information, but as a set of skills that are actualized in the system of the subject's activity, 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, the interest of both parties in the topic of conversation is necessary. Here,

the Internet provides us with unlimited opportunities for finding an interlocutor. The student chooses a user for a number of aspects of interest to him. The most convenient search engines at the choice of the interlocutor are the search engines for programs: ICQ, Miranda, Skype, MSN and MSN Messengers. The creation and development of methods of teaching a foreign language using Internet telephony will allow students to most productively 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, by integrating them into the educational process, to more effectively solve a number of didactic tasks:

- To develop reading skills and abilities;
- To improve listening skills;
- To improve the skills of monologic and dialogical statements;
- To replenish your vocabulary, both active and passive, with the vocabulary of a modern foreign language;

It seems to us that Internet telephony is an effective means of improving students' communicative competence in addition to a number of other Internet capabilities. Unfortunately, the methodological potential of Internet telephony is far from being realized in the practice of teaching foreign languages. One of the most accessible means of helping to use information technology in the process of distance learning a foreign language is a blog.

A blog (English blog "network journal" or "event diary") is a website, the main content of which is regularly added posts, images or multimedia. Blogs are characterized by short entries of temporary importance, sorted in reverse chronological order (last entry from the top). The difference between a blog and a traditional diary is determined by the environment: blogs are usually public and involve outside readers who can enter into public polemics with the author. Blogs are characterized by the ability to publish reviews by visitors. It makes blogging a medium for online communication that has several advantages over email, newsgroups, web forums and chat rooms.

Let's consider the possibilities of using a 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 number of tasks, tests that must be completed by the student independently during his studies. 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 a student in the learning process (curriculum for the discipline, the proposed individual teacher program, rating plan, teacher's consultation schedule, etc.). The use of a blog stimulates the independent activity of students, increases motivation, independence, and this leads to an increase in self-control in the learning process, to the desire to learn and find the most necessary information. Accordingly, the student's interest affects the amount of time spent on preparing homework, developing projects, etc. Thus, the quality of work performance increases, since the student is not limited by the scope of the lesson. When using a blog, a student has the opportunity to post his material, presentations and leave his own judgments, which will be available to the entire group of students.

Thus, to date, a wealth of experience has been accumulated in the use of computer communication tools in distance learning by foreign language teachers: synchronous (chat and videoconference) and asynchronous (e-mail, forum, personal web page and blog). The introduction of Internet technologies does not entail changes only in the educational activities of the trainees, but also in the methods of presenting material from the side of teachers. We consider it necessary to emphasize the new role of the teacher - he is entrusted with such functions as coordinating the cognitive process, adjusting the taught course, consulting, managing educational projects, helping in professional self-determination.

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