

BRITISH VIEW

MULTIDISCIPLINARY JOURNAL



Anthropologie, Applied Linguistics, Applied Physics, Architecture, Artificial Intelligence, Astronomy, Biological Sciences, Botany, Chemistry, Communication studies, Computer Sciences, Computing technology, Cultural studies, Design, Earth Sciences, Ecology, Education, Electronics, Energy, Engineering Sciences, Environmental Sciences, Ethics, Ethnicity and Racism Studies, Fisheries, Forestry, Gender Studies, Geography, Health Sciences, History, Interdisciplinary Social Sciences, Labour studies, Languages and Linguistics, Law, Library Studies, Life sciences, Literature, Logic, Marine Sciences, Materials Engineering, Mathematics, Media Studies, Medical Sciences, Museum Studies, Music, Nanotechnology, Nuclear Physics, Optics, Philosophy, Physics, Political Science, Psychology, Publishing and editing, Religious Studies, Social Work, Sociology, Space Sciences, Statistics, Transportation, Visual and Performing Arts, Zoology and all other subject areas.

Manuscripts typed on our article template can be submitted through our website here. Alternatively, authors can send papers as an email attachment to editor@britishview.co.uk

Editor Multidisciplinary Journals

Website: <http://britishview.co.uk>

Email: editor@britishview.co.uk

APPLICATION OF DISTANCE EDUCATION IN HIGHER EDUCATION AND DEVELOPING STUDENTS LINGUISTIC COMPETENCE

Urinboeva Khayotkhon Makhamadinovna

<https://orcid.org/0000-0003-2021-4914>

Teacher of the department “Theoretical aspects of the English language N1”

Independent researcher, Uzbekistan State World Languages University

E_mail: khaetkhon.makhamadinovna@mail.ru

Abstract: Distance education is one of the most promising and, perhaps, the most innovative direction in the field of education, due to the level of development of modern IT technologies. The rapid development of the Internet and information and communication technologies (ICT) contributes to the introduction of distance learning into the educational process. Thanks to new technologies, it became possible to learn foreign languages online. The article deals with the issues based in implementation of distance education in higher education and developing students’ linguistic competence.

Keywords: distance education, IT-technologies, innovations, Internet, software.

INTRODUCTION

The strategic direction of the development of modern educational systems is the comprehensive development of the student on the basis of his inclusion in "various independent expedient activities" in various fields of knowledge. At the same time, there are three main interrelated tasks:

1) modernization of modern education systems; 2) integration of ICT into the educational process; 3) implementation of the principles of independent activity and conscious cognitive activity as the leading principles of learning [2]. Distance learning occupies a key position in the implementation of these tasks.

Distance education is a form of education in which, in addition to full-time and distance learning, the preferred traditional and innovative methods, tools and forms of education based on computer and telecommunication technologies are widely used in the information process. Distance learning tool organizes a goal-oriented learning

process using special facilities, telephone, electronic communication and other educational tools on the basis of an individual schedule in a place convenient for the student.

The process taking place in the world requires distance education in all educational institutions of our country. According to many, distance learning is simply a new form of distance learning known to us. To a certain extent, this is the case: in fact, a person has the opportunity to get an education without leaving home. But there is one condition: for this you need a modern computer with a standard program and a good Internet network. Today, a student can study in almost all Western university programs without leaving their home country. Education is becoming more universal and widely used, ahead of the processes of political and economic integration. Distance learning differs from traditional forms of teaching by the following characteristics.

MATERIALS AND METHODS

Distance learning online is an independent system with specific content, organizational forms, principles, tools and learning process online. The main conceptual provisions on which new Internet-based distance learning programs for foreign languages are based are:

So, the advantages of new distance learning forms over traditional forms are their efficiency, the possibility of quick and effective creative self-realization of students due to the new quality of educational materials. In new programs, the student is given an increasingly active role that offers the freedom to choose actions and achieve individual results.

However, it should be noted that the success and quality of distance learning largely depend not only on the effectiveness of the organization and the quality of the teaching materials used, but also on the leadership and skill of the teachers who take part in this process.

In addition, the use of only distance learning may have some disadvantages, namely:

- almost complete dependence on technical means, which are subject to certain requirements, and, consequently, on the material capabilities of the university and students, since distance learning can only function with the same level of technical support for all participants;

- development of programs for distance learning requires knowledge of complex modern equipment and time-consuming programming;

- there is no direct contact between teacher and student;

The study of scientific sources on the research topic allows us to state that the transition to universal distance learning during the pandemic showed that those universities that actively used various forms and technologies of distance learning were able to effectively carry out the educational process, considering this period as a new experience that allows them to improve technologies of self-education, self-development [9]. In such universities, research work continued actively, the educational process was carried out in accordance with the approved program. Students noted a clear advantage of individually recorded lectures provided with the possibility of receiving feedback from the teacher over standard lectures posted on common educational platforms.

Moodle is a course management system (e-learning), also known as a learning management system or a virtual learning environment. Moodle is an abbreviation of the English Modular

The Moodle software platform focuses on supporting active interaction between teachers and students, as well as students - focusing on problem solving, discussion, knowledge sharing and other types of team work, allows you to create and conduct a variety of training courses online. The Moodle learning platform is used by more than 50,000 organizations in more than 200 countries around the world, including Uzbekistan, where Moodle is one of the most popular open source learning solutions today, as well as, for monitoring and assessing the program HEMIS is also used effectively.

The Video Most included in the Moodle LMS offers users a number of advantages over the use of separate external communication tools by teachers and students, such as Skype or Apple iChat: not individual video calls, but support for multi-user conferences; convenience and no need to register separately in different programs, because when you log in, all functions, including video conferencing, will be able to use one environment at a time; simplicity - the call is made with the help of a single button in the familiar interface of the training course; control - the collection and submission of statistical reports is carried out in the format required by the overall system. The functionality of viewing documents and materials created by the teacher or students together, as well as the built-in text chat feature are combined with video conferencing. A number of custom software interfaces and plugins have been created with well-designed documentation to make it easy to add the Video Most solution to the Moodle platform. Distance learning is an area where the effectiveness of communication and interaction of participants in the learning process generally has a direct impact on the success of the process, so the flexibility and interactivity of distance learning systems (DLS) is increasingly important for their users. is important. The introduction of video conferencing (VCS) in LMS is a logical step in the development of online education systems. The creation of a new module to integrate Video Most's local videoconferencing system and the popular Moodle training platform based on open source software is in line with the National Software Platform (NSP) concept, expanding the competitiveness of Russian software. The videoconferencing module can be used to create a Moodle course. In this case, the video conference is held during the scheduled lesson (seminar, lecture, etc.) or at another time set by the teacher. Eligible participants will be eligible for the course. Video conferencing options can be edited by the instructor, which can be used to manage conference participants, including granting and denying voting rights, showing video, and more. Video Most software can be combined with other software solutions, which complements their functions with a video conferencing unit installed within a single system. The ability to instantly conduct a video session with any

number of participants allows to increase the effectiveness of interaction between system users to a qualitatively new level.

Object-Oriented Dynamic Learning Environment (modular object-oriented dynamic environment) [3].

The Moodle system includes resources, tasks, poll, chat, test, files. Resources are the information we want to give in our course. Resources also support any content in electronic form. They can be uploaded by the teacher or stored on the server.

Assignments allow the teacher to write a question, to which he will later receive an answer from the students in the form of a file uploaded to the server. The system provides an opportunity for the teacher to put marks for the received answer. Assignments can have deadlines, maximum grades, and response formats. Students can upload the answers to the assignment (in the specified format) to the server, where the time of the report is automatically recorded (the teacher sees which papers were submitted after the deadline).

A survey allows a teacher to ask a question and get a response from their students. In the survey, the teacher independently composes one question and several answers.

The survey can be used to organize the individual work of students. The teacher sees the results in the form of a table, the student sees an individual assessment and comments.

Forums are a service for organizing discussions. There are various forum settings (“Teachers Only”, “News Forum”, etc.).

Chat allows students to have a real-time discussion on the web. When discussing a question and getting answers to them, chat is a convenient and useful tool.

Test - allows you to create databases of questions, both for self-testing students, and for organizing intermediate and final surveys. There are various types of tests: multiple answer, true/false, or short text response.

The Moodle system is based on a new way of presenting educational material in electronic form and using Internet technologies to deliver electronic educational

materials to students. Distance learning technologies can be successfully used not only in educational institutions of various types, but also in corporate training [2].

We believe that this system helps to increase the prestige of the educational institution and its indirect advertising on the network. It also attracts highly qualified teachers, regardless of their place of residence, helps to participate in the infrastructure of the educational complex throughout the country and integrate into the global educational space. Teachers get the opportunity to automate the assessment of the knowledge system and the use of a wide range of assessment scales. They also get the opportunity to use modern multimedia technologies, the inclusion of additional educational materials from the Internet.

The effectiveness of distance education is determined by the pedagogical meaning invested in it, which are two different kinds of approaches. The first approach, which is currently widespread, implies the exchange of information between a teacher and a student under distance education. Knowledge is understood as transmitted information, and students do not acquire their own experience, and their practical activities to create knowledge are practically not organized. The second approach is based on distance learning, the result of which is the personal productive work of students, built on modern IT technologies. This approach integrates pedagogical and information technologies, which make it possible for students to interact with practically oriented educational material, which ensures the productivity of the educational process. Manipulations with information have in this case the role of an auxiliary environment. Training can occur both simultaneously in real time, and also non-simultaneously. A creative, original approach to education is the main feature of distance education of this type. The main goal of such training is the self-expression of the student.

Today, in practical implementation, distance education practices the whole range of modern IT technologies, such as e-mail, thematic lists, mailing lists, electronic magazines, Usenet conferences, chats, ICQ, web conferences, bulletin boards, VR technologies. In this regard, it should be noted that technologies based on

e-mail and video conferencing are most actively used. It is also worth noting the existence of a huge amount of special software that allows you to comprehensively solve many organizational and pedagogical problems of distance education. With the help of the above IT technologies and tools, it is possible to use various pedagogical forms of activity, such as remote business games, laboratory work and workshops, virtual visits to inaccessible objects, virtual excursions, computer correspondence of students, as well as teachers with each other, and more.

Distance forms of classes are also actively used to improve the qualifications of teachers, various remote pedagogical conferences and competitions play a huge role.

The "Internet" increases the role of "networked" teachers, since the area they influence thanks to IT technologies is huge, and can cover a large area compared to the usual approach to education. Distance education has its pros and cons, but it also has prospects for development in the future. New technologies will allow us to open up new areas of science and education.

When using ICT in distance learning, teachers need to pay special attention to the form of information presentation and methods of knowledge control. It is worth considering how you can compensate for the lack of personal factor in the case when the teacher and student interact at a distance. New tools require not only a change in content, but also in the methodology and teaching methods.

CONCLUSION

With regard to the further development of distance learning, we believe that it is necessary to create a suitable infrastructure; providing a distance learning platform offering simulators adapted to each sector of learning; solving the problem of instant interaction with a large number of students; training in the proper use of online platforms. Due to its diverse functions, distance learning can improve the educational process. Institutions that were once hesitant to move to online learning due to concerns about lower student achievement rates are now planning to move towards more online classes and online course development. More and more universities are evaluating which courses are best suited for distance learning and provide a higher

level of teacher professional development. The current rapid and forced adoption of online teaching is likely to lead to permanent changes that can help accelerate and improve online learning platforms and pedagogical methods.

Thus, we can conclude that the prospects for learning are primarily associated with the development of its distance forms. However, taking into account all these advantages and disadvantages, it is worth noting that, in particular, in the training of specialists in higher educational institutions, distance learning should not compete with the traditional approach, but rather complement and expand it.

References:

1. Belozubov A. V., Nikolaev D. G. Moodle distance learning system. Teaching aid / St. Petersburg State University, 2009. 107 p.
2. Gaevskaya E. G. What distance learning looks like in the Moodle system. Textbook / Faculty of Philology and Arts, St. Petersburg State University, 2007
3. Bondarenko O. V. Modern innovative technologies in education // RONO. 2012. No. 16.
4. Fisher NV Innovative technologies in vocational education // Bulletin of the Adyghe State University. Series 3: Pedagogy and psychology. 2013. No. 1.
5. Nabiev I. M. Prospects for distance education // Young scientist. 2014.
6. Muslimov N., Usmonboeva M., Mirsolieva M. Innovative educational technologies and pedagogical competence. Tashkent, 2016
7. Titova S.V/ Resources and services of the Internet in teaching foreign languages. M., 2003.