Development Of Distance Education In Xxi Century: Challenges And Opportunities

Assoc. Prof. Akhmedova Dilfuza Rafukjanovna[1*], Assoc. Prof. Mubarakova Dilshoda Abduraxmatovna[2], Assoc. Prof.Khodjaeva Nilufar Bekmuratovna.[3], PhD Yunusova Nodira Komiljonovna[4], PhD Umarova Mokhira Azim kizi[5], Khamidova Vazira Salokhitdin kizi[6].

[1*]Tashkent State University of Oriental Studies, Tashkent, Uzbekistan. ahmedova386@gmail.com, https://orcid.org/ 0000-0002-6248-6136
[2]Tashkent State University of Oriental Studies, Tashkent, Uzbekistan. dilim_12@yahoo.com, https://orcid.org/ 0000-0001-6433-3937
[3]Tashkent State University of Oriental Studies, Tashkent, Uzbekistan. nilufarkhodjaeva@gmail.com, nilufar_xodjayeva@tsuos.uz, https://orcid.org/ 0000-0002-9559-6681
[4]Tashkent State University of Oriental Studies, Tashkent, Uzbekistan. yunusova1982@hotmail.com, https://orcid.org/ 0000-0002-9363-4701
[5]Tashkent State University of Oriental Studies, Tashkent, Uzbekistan. mohiraumarova3090@gmail.com, https://orcid.org/ 0000-0002-7140-8332
[6]Tashkent State University of Oriental Studies, Tashkent, Uzbekistan. vazira.xamidova123@gmail.com, https://orcid.org/ 0009-0001-0888-5734

ARTICLEINO	ABSTRACT
	In XXI century the modern education system, including in the field of teaching foreign languages, is determined by the two irreversible progressive factors: the intensive developments in educational information technology and the fierce competition in the educational services market. The leading role of the distance learning in these processes is clearly undeniable. The important question is to optimize the use of innovative resources to solve linguistic problems in the education process.
	Nowadays we can already draw the first conclusions from the lessons of the universal "remote work", namely the transfer of the entire education system to work in a remote format. There are, of course, many more scientific articles, discussions, presentations, dissertations, etc. to come in the future about the remote formats. It is obvious that we have witnessed the most large-scale educational experiment in the history of mankind, covering 90% of kindergartens, schools, colleges and universities in the world.
	In many countries, including Uzbekistan, intensive processes of standardization and informatization of education are underway, and the ways to increase its effectiveness are being developed. The teaching community is financing the development of the capabilities of new information technologies and tools, and the development on their basis of new methods of educational activities, including open - not limited by space and time.
	The aim of this study is both to identify the main stages in the work of a teacher when conducting distance online classes, and to determine the positive and negative aspects of the work process.
	Keywords: Education, Distance learning (DL), Virtual language environment, Interactive learning, Foreign languages.

1. INTRODUCTION

The 2019–20 COVID-19 pandemic affected education systems around the world, leading to the massive closure of schools and universities. 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. It is obvious that we have witnessed the largest educational experiment in the history of mankind, covering 90% of kindergartens, schools, colleges and universities in the world.

It is already clear that the way out of the situation resulting from the coronavirus will not be quick and it will last until the availability of a vaccine and universal vaccination of the population. According to various estimates, this will take from 1 to 3 years.

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

The coronavirus has required a massive digital transformation of the world's population, its adaptation to the life online, and, in fact, to a convergent online/offline environment.

The same happened in education, which suffered less than other sectors of the economy and even showed a certain increase in the efficiency and social significance of teaching work.

We can conclude that, despite the obvious unpreparedness of the countries' education system as a whole for a universal transition online, the first wave during the pandemic was successful, ensuring a low incidence of coronavirus among teachers and students. At the same time, the low level of development of "digital literacy" and the effectiveness of using digital technologies became obvious, which was demonstrated by the results of the 2018 PISA study. The second wave (which is almost inevitable) will lead to an increasing increase in the effectiveness of digital educational platforms that have proven themselves to be successful both on the part of students and on the part of teachers and families.

2.   STAGES OF THE DEVELOPMENT FOR DIGITAL EDUCATION

Today we can predict several stages in the further development of digital education. The first stage - remote training (March-May 2020) - has already been completed. This is the stage of transferring the traditional classroom-lesson education system to the format of remote interaction in video conferencing mode and nothing more.

The second stage (2020/2021 academic year) will demonstrate the increasingly expanding use of modern digital tools and technologies that provide diverse interaction, a variety of forms and activities of participants in educational relations, ensuring an increase in the efficiency and quality of education, the use of various models of organizing the educational process (full-time, full-time -correspondence, correspondence) in solving the problems of education in the network era.

At the second stage, there will also be an optimization of the delivery of content to the end user and its personalization based on the expanding use of artificial intelligence tools that evaluate the educational behavior, achievements or failures of the student and offer him appropriate tasks, including in a game form, erasing the differences between educational and entertaining content. This requires fundamentally new approaches to the selection of educational content.

The third stage (2022/2024 and beyond) is seen as the widespread introduction of cobots - robots that ensure team interaction in a common convergent educational environment, ensuring maximum personalization of teaching and learning processes.

3.   INFLUENTIAL FACTORS FOR THE DEVELOPMENT OF EDUCATION SYSTEMS

The fundamental basis for the development of modern society is the widespread penetration of network technologies, which 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 a new opportunity 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, place, pace, etc.

– Unlimited and convenient opportunities for obtaining any information and knowledge.

But there is another important point that is related to the network. The development of digital tools for social interaction has led to serious changes in human higher mental and cognitive processes (memory, thinking, attention, etc.).

Today we see that network technologies and the human psyche are evolving in close relationship, significantly changing a person's personality, forming a network personality. We are just beginning to study the psychological, social, cultural and other characteristics of the online 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 demands and expectations of a network personality that largely determine its educational behavior, form the requirements for the content, forms, methods and technologies of organizing the educational

process, and the selection of its participants in a convergent educational environment that combines real and virtual space. One of the most important features of a network personality is the attitude towards the possible speed of satisfying 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 also thanks to the network it is limitless, it provides instant transition from one point of the network to another. This makes it possible 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 conventional, augmented and virtual reality.

Virtual and real space complement and enrich each other. This environment is natural, understandable and attractive to young people (and not only young people), motivating them to engage in a variety of activities, innovation and interaction. It naturally requires a different organization of the educational process, reflecting the characteristics of the network environment.

Today, in many countries, including Uzbekistan, intensive processes of standardization and informatization of education are underway, ways to increase its effectiveness are being developed, the teaching community is financing the development of the capabilities of new information technologies and tools, and the development on their basis of new methods of educational activities, including open - not limited by space and time. Without exaggeration, we can say that today Russian education, changing the system of priorities, is entering the next, informational, phase of its development. In this context, improving didactic theory, taking into account the current educational conditions, becomes an urgent task. In the emerging unified global educational space, there is an increasing 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 on the content and methods of teaching, and led to the emergence of innovative forms of language education, which, of course, includes distance education. During the research, it was found that effective distance learning of a foreign (Russian as a foreign) language 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 full-fledged educational interaction as a permanent subjects of the educational process that are in contact and separated by space and time, 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 activities. Modern world educational standards are aimed at preparing a highly qualified, thinking and creative person, capable of quickly adapting to the world. Modern youth are aware of this, which is why many students are devoting more and more time to studying not only English, but also one or more foreign languages, including Persian. At the Tashkent State University of Oriental Languages, students most often choose a combination of English and oriental languages. Due to the growing need for learning foreign languages, noticeable changes have occurred in teaching methods today.

The purpose of writing this article is to identify the main stages in the work of a teacher when conducting distance online classes, as well as to determine the positive and negative aspects of the work process.

Compared to chat classes and web classes, individual online classes are becoming increasingly important, which undoubtedly have a number of advantages:
– The ability to choose your favorite educational institution;
– Establishing individual terms and pace of training, taking into account the characteristics of the student;
– Immersion in the language environment, constant communication with native speakers;
– The opportunity to learn the language at a convenient time, in any place convenient for the student;
– Comfortable classes at home;
– Concentration in class;
– Free access to reference literature;
– The ability to record a lesson and then play it back;
– The ability to work independently, in addition, there is the opportunity to receive advice from a teacher at any time;
– Significant savings in money;
– The ability to compile electronic dictionaries.

4. STAGES OF A TEACHER'S WORK

In this article we will take a closer look at the stages of a teacher's work and the pedagogical features of preparing for a distance lesson.

4.1 . Selection of technical equipment

In order for the learning process to be successful, communication between the teacher and the student must be carried out in the presence of additional technical means, primarily the student's computer. The computer must have a webcam, in addition, the ZOOM program must be installed, as well as fast Internet. Based on our own experience, we advise you to pay attention to the presence of headphones and a microphone for both

the teacher and the student, which significantly improves the quality of speech sound. As in regular lessons, students can use notebooks, pens, and additional literature.

On the one hand, this method of learning is very similar to traditional face-to-face, and to some extent it is ahead of it due to access to any necessary Internet resources.

But, on the other hand, distance learning in a foreign language differs from regular classes, since information is also used from other media, often from a mobile phone, computer, or through a microphone.

4.2 . Conducting a trial session

The first trial session 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 the most important thing is to identify the purpose of learning a foreign language, set goals, identify the strengths and weaknesses of the training, and adjust the individual program for classes.

4.3 . Definition of basic teaching methods and techniques

After conducting a trial lesson, the teacher should determine suitable methods and techniques for further work with the student in accordance with his individual characteristics, interests, goals, select material and various programs depending on the level of foreign language proficiency.

For individual lessons, we recommend using the communicative method, which is aimed at quickly and effectively mastering oral communication skills - speech and its listening comprehension, this allows you to quickly start communicating in a foreign language in real life situations in a short period of time.

4.4 .Training for the basic types of speech activity

When training reading, you can read and discuss fiction together, perform a set of exercises aimed at training specific grammatical phenomena and new vocabulary. Working in the ZOOM program allows you to listen to and view modern online publications and news in the language you are learning.

Don't forget about listening in online lessons. The teacher should prepare in advance a set of exercises for listening to various monologues, dialogues, excerpts from songs, while simultaneously inserting the missing words into the text of songs or performing various tasks. In addition, as part of this lesson, you can watch excerpts from films and short videos and then practice what you listened to. Over the years of teaching, we have come to the conclusion that watching various films in foreign languages is one of the best options to replenish your vocabulary with modern colloquial expressions of any foreign language. An experienced teacher probably has a rich collection of films in a foreign language, but it is better to select films for viewing with good speech clarity, pacing and subtitles, especially at the initial stage of learning.

Writing skills in online classes in ZOOM can be trained in various ways, depending on your goals. For some students, when conducting a lesson, it is possible to recommend writing various essays, as well as written messages that young people use every day. When studying a foreign business language, it is better to focus on writing business letters on various topics; You should start with a simple business letter to a partner and end, for example, with a financial report of the company.

In order to quickly overcome the language barrier, the student should communicate a lot, since the main goal of learning a foreign language is to learn to speak it fluently faster.

It must be remembered that during each distance lesson, various speech exercises should be performed that will motivate the student to communicate. Such tasks include watching and discussing various fragments from films, followed by expressing opinions, discussing proverbs, etc. Short dialogues and stories are suitable for this type of work; it's good if they have additional illustrations.

4.5 . Summing up the work in the lesson

This stage of work is to identify the degree of mastery of new material by the student in order to make changes to the working methodology in accordance with his individual characteristics. One of the fastest forms of testing vocabulary and grammatical skills are various online tests, where you can find out the result immediately after completion.

Strict adherence to the logic of work and objective assessment should be combined with praise for the student's first achievements.

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 electronic homework to the student's email, which he must complete independently and send to his teacher for checking before the start of the next lesson. After this, the teacher should correct the errors in order to discuss them before the next lesson. Homework should be done regularly, but it should not be boring or a burden.

By following the main stages of work during an online lesson, correctly setting goals and objectives, and choosing work methods, positive aspects were noticed in the interactive learning of a foreign language:

– There is no stiffness during communication with the teacher, which helps the student to relax and study much more effectively;

– If necessary, you can extend or, conversely, shorten the lesson;

– The lesson takes place in a friendly atmosphere;
– You may not strictly adhere to the recommended foreign language teaching program, etc.;
– The teacher can offer material for studying grammatical or conversational topics from various foreign textbooks;
– A student can take a recorded online lesson with him and listen to it in his free time the required number of times, taking the necessary breaks to learn the material.

4.6 .Preparation of the online material used
In order for the lesson to meet modern requirements, the teacher can recommend:
– Before the start of the online lesson, select the material that the teacher plans to use in the lesson. During the lesson, this material can be used in electronic form through the additional option in the ZOOM program "screen sharing";
- During the learning process, stick to working on the planned materials: these can be textbooks in PDF format from foreign publishers, all kinds of methodological developments for lessons, dialogues, visual materials, books to read, etc.

4.7 Selection of didactic materials for the lesson, taking into account individual characteristics
It is difficult to attract the attention of modern young people only with text tasks; it is much better to conduct classes in a playful way, as well as in the form of discussions. The teacher should try to clarify difficult moments in the lesson with some example, illustration, etc., and also not forget about working in a foreign language lesson with poems, tongue twisters, songs, visual material.

5. CONCLUSION

Thus, from the above it follows that, despite the existing difficulties and disadvantages of online classes, distance learning has many advantages in that it erases spatial barriers and allows you to learn a language together with its native speakers from different countries. Students get the opportunity to develop skills such as tolerance, willingness to seek a compromise solution and respect other people's opinions. Consequently, we can conclude that distance learning helps solve some psychological problems of young people, expands their communicative sphere, and contributes to the development of motivation to learn. In our opinion, in the future education will be continuous no matter where the student is. To achieve all the above-mentioned goals and features of the foreign language teaching process, online classes will be increasingly used.

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