

IMPLEMENTATIONS AND CHALLENGES IN ORGANIZING DISTANCE LEARNING.

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Abstract: *Incorporate digital technologies: The use of digital technologies such as videos, podcasts, interactive multimedia, and virtual environments can provide learners with a variety of engaging and interactive learning experiences. Provide opportunities for interaction: Incorporating opportunities for communication and collaboration among students, can create a more dynamic learning environment. Discussion forums, virtual classroom, and video conferencing are some tools that can facilitate interaction between learners and teachers. Design courses according to learners' needs: English language learners often have specific requirements and goals in mind. Distance learning courses must be contextualised and tailored to such needs and goals. This can be achieved through needs analysis and learner feedback.*

Key word: *Modern technologies, digital, distance teaching, teacher, student, skill,*

Systems, internet, education,

Many authors stated that distance education system has significantly improved the quality of education by providing online communication between the teacher and students, enhancing students' independent work, increasing control over the course of learning and increasing motivation and 94 interest in learning foreign languages, as well as helping the development of creative approach both from the side of teachers and students. Alongside the effectiveness of distance learning, there are still some gaps, as it comes with a completely new set of problems. The main issue has been access to resources. Since one of the advantages of distance learning is the ability to access remotely educational resources via the Internet, the availability of technical means through which such access can be carried out becomes mandatory. However, Barbour argued “that the factors that make a student successful using learning technologies are often connected to socioeconomic privilege”

The methodology of teaching foreign languages suggests three main traditional stages of work on grammar material: the stage of familiarization and primary consolidation, the stage of training and the stage of applying the grammatical structure in speech. Very often, the main difficulty in teaching grammar lies not in memorizing the facts of the language, but in mastering the skills to apply them in communication. Since a foreign language is not only a theoretical, but mainly practical science, for the further consolidation of the acquired skills, students need a lot of practice, not only written, but also oral, which is quite problematic in distance learning, since during the lesson it is quite challenging for the teacher to interview every student while online. On the other hand, a number of 96 researchers noted that a decrease in the contact work between

students and a teacher in a number of cases can play a positive role, since “the student's shyness and uncertainty disappear, which manifests itself during direct contact”. In addition, factors such as unlimited time to study the material and its practice, the ability to repeatedly re-read and revise theoretical material, immediately see their mistakes after sending the assignment and analysis of the most difficult moments in practice with a teacher, allow students to significantly increase their effectiveness. The leading component in teaching foreign languages at the higher educational establishments is such activities as speaking, listening, reading, and writing. In the course of distance learning of foreign languages, the work of students should be organized in such a way that they autonomously, while supervised by a teacher, perform all possible types of activities. In the course of reading, each student must read and practice this type of an activity independently. In the case when the purpose of the training is to study the rules of reading, the content of the educational reference book should include the rules for reading letters and letter combinations, exercises for applying these rules when reading individual words and sentences [8]. When the goal of training is to teach comprehension skills while reading foreign language literature, it becomes necessary to think over various options for controlling the level of comprehension. Testing, questions, retelling and many other tasks can be used for evaluation. In the course of reading comprehension, students must comply with the requirements of the manual developed in advance by the teachers, keep diaries, which will reflect the work done on the texts, questions for the teacher, answers to the questions of the teacher, fulfillment of assignments [6]. In teaching listening, along with the use of audio tools, the videos should also be used, containing a number of extra linguistic and contextual keys, as well as showing some important visual elements to comprehend. The ability to stop and re-listen or assess that material has a positive effect, which allows students to process sounds and images, and better understand audio materials. Computers in multimedia configuration play an important role in teaching the understanding of foreign languages by ear in distance learning. 97 In distance education, teaching spoken and written speech is carried out through the implementation of communication between a group of students and a teacher. If the implementation of teaching writing skills is carried out through email, chats, synchronous communication, then teaching speaking in distance learning is possible only through teleconferences [6]. For example, one need to combine video, audio, images, and text. Carrying out communication processes, teachers must provide students with all types of activities: learning vocabulary, teaching grammar and teaching phonetics. Learning to write should not be ignored in distance education. The study of vocabulary should be supervised by a teacher using electronic textbooks and manuals, as well as specially designed exercises and tasks for self-control and evaluation. Teaching grammar should be carried out with the provision of students with access to various sources of didactic language information, dictionaries, textbooks, grammar reference books. Phonetics training should be carried out in stages, along with mastering

theoretical material. At the practical stage, pronunciation, intonation, and speed of speech must be practiced. Developing new technologies is crucial to allow teaching phonetics in distance education with direct communication between the student and the teacher, in order to be able to get feedback, which provides the ability to hear the student's pronunciation, and correct it. Video and audio conferences on-line makes this process manageable. Developing speech skills has been highly complicated to achieve in distance education. If written speech requires a teacher's check, then the development of speaking skills requires direct participation in conversation or its direct observation. For example, to reduce incorrect pronunciation or when memorizing speech turns. The development of speaking skills requires the presence of a teacher; however, the classes in an online group are difficult to manage, while individual support is time consuming. All this dictates the need to adapt to highspeed information technology in order to prepare for active independent professional activity. The proper organization of the distance learning process itself plays a huge role in providing knowledge and skills. Since distance learning is a relatively new 98 method in most universities in Uzbekistan, the process of organizing and building the system of education is a real test for the level of knowledge and competence of teachers. As Polat indicated "difficulties arise, since it is necessary not only to appropriately submit the material in foreign languages, but also to make sure how deeply students master the material"

Many argued that the new concept of teaching a foreign language has been based on the use of interactive techniques that facilitated the interaction of students with each other and with the teacher, ensuring the activity of all participants in the educational process. This increased the effectiveness of 101 education. The success of the design and implementation of distance learning in grammar of a foreign language largely depends on the correct methodological approach, the introduction of new techniques and technologies, as well as on the motivation coming from the students themselves. The distance teaching opened possibilities to solve the problems of the lack of time and the effectiveness of teaching the grammar of a foreign language, especially during the training stage of the studied grammar material. Moreover, problems arose in the use of resources (portals, different platforms, file formats, sending them, etc.) by both students and teachers. The teachers of Uzbekistan introduced MOODLE and used it as a central hub for all subjects. This learning management system was easy for students to log in and start learning. However, for the teaching staff instructions that are more precise were needed. Many needed more training since they lacked skills to use properly the multiple forms of software that they were supposed to use to continue teaching during the crisis. Therefore, additional learning was also suggested, however, it was difficult to implement during quarantine. Teaching staff was advised to use such tools as uploading teaching materials to YouTube so that students could effectively master the material. Flipgrid – to recording the students' responses. Zoom - a video-conferencing application, to conduct video calls with multiple people but also to record video, voice and share the

screen, Free ESL Resource Library - worksheets, games, and lessons to print out and sent home to student or uploaded to google classroom to name a few. Since all distance teaching systems base learning methods on the independent gaining of knowledge the reduction for work with the teacher was obvious. The interviewed teachers noted that in the classroom, with direct contact with the students, the course of the lesson could be adjusted when a difficult task for the current lesson arose, devoted more time to working on the topic or gave additional homework to work out the topic. With distance learning, the immediate evaluation of the tasks may be difficult, adjusting the course of the lesson is often impossible. Some teachers included the laboriousness of drawing up assignments and maintaining the motivation of students to the difficulties in the implementation of distance education. Many teachers of Uzbekistan had to urgently think over the structure, content, design of the course, and ways of interaction with students, the structure of knowledge assessment for the on-line course despite the fact that they had a clear idea about the course, its goals and objectives for full-time education. The process of preparing this kind of courses required certain technical skills, thorough work on creating a course template from scratch. Such work differs from the traditional one, and if the content of a textbook or test mechanically transferred to a form for remote education, then as a rule, a weak result occurred, and students to gain negative experience, which hardly contribute to the students' motivation to keep learning. Therefore, the creation of distance courses, tests or just assignments must have been approached with great responsibility and thought through every step. Another challenge occurs from the fact that students with different levels of language proficiency often come to the same group, since a foreign language in higher education is not a major and is not included in the entrance exams. Traditionally, universities divide students into subgroups depending on the level of language proficiency. However, the division into groups in the universities is barely possible due to the fact that the groups are formed within the framework of directions by major specialties, and not according to the level of language knowledge. A very important fact was the building of communication during distance learning and the number of students in the group. Up to 12 people is the optimal number, however, many teachers had to include up to 25 students in a group, which complicated the lesson course. If students received an assignment to prepare an oral message at home, it was problematic to interview each student during the video conference, and to conduct a dialogue, since other students were left out. Many teachers faced the fact that in a large group of participants it was hard for teachers to give individual feedback to the students. Moreover, if learners tried to express simultaneously their opinion or question, no one was heard at all. To minimize negative effects the students were to ask questions in the conference chat. Unfortunately, neither the students nor the teachers had the opportunity to work individually. Therefore, the rest of the students had to be given to complete the written assignment and leave 103 questions on the assignment in the conference chat. While the written assignment had to

be checked afterwards. It is important for teachers to use platforms where it is possible to unite students into session rooms, where they can perform an assignment online in pairs (for example, prepare for a discussion and think over a presentation strategy). When organizing distance learning, it is very important for the teacher at the very beginning of the online classes to talk to the group about the rules of conduct during distance lessons, which was problematic because full-time training was interrupted unexpectedly. When constructing a distance lesson, various factors should have been taken into account. Modern technologies simplified the task of evaluation and automated the process, allowing the computer to check the material. The use of prepared presentations and tables helps a lot when explaining the new material. In this case, the teacher can ask students to read the example in turn, comment on the rule so that the explanation is not monotonous. Teachers appreciated the importance of recording a video lecture on a language discipline, as it was noticed that the perception process went much better if a student saw and heard their teacher, even if it was just a video and not an online format. As can be seen from the experience, the organization of this type of education is labor-intensive and requires a complete revision of the format of the tasks performed. Today, students and teachers must jointly overcome the problems that the transition to a new level of education poses for them. While most above guides focus on educators and how to make them more productive, students should not be forgotten as they could do better with more help in creating good studying habits. It is well known that strict self-discipline is required from students, and the result depends on the independence and consciousness of the student. With this teaching system, students are tempted to postpone work until later, 104 go through the postponed material that accumulates in large volumes, etc. One student confessed frankly that he asked friends to help him with his homework. First and foremost, students are advised to establish a daily routine for their own wellbeing. For those students who do not have the ability to manage effectively their time a little extra motivation is needed. Thus, students should plan accordingly when assignments are due, when to join video calls or online discussions and generally, how to be kept organized.

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