

GENERAL AND THEORETICAL BACKGROUND ABOUT DISTANCE
LEARNING OF TEACHING ENGLISH

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Annotation: *The theoretical bases of organizing distance learning have provided a range of advantages and disadvantages that need to be considered when designing and implementing online learning programs. The advantages of distance learning include the ability to reach a large and diverse group of learners, flexibility in scheduling and location, and the use of interactive technologies to enhance teaching and learning. The disadvantages include the reduced opportunity for social interaction, the need for prior technical expertise and infrastructure, and the potential for isolation and disengagement. While distance learning has emerged as an effective alternative to traditional modes of education, it is clear that further research is needed to identify best practices for its implementation. In order to maximize its benefits, online learning programs should be designed to meet the diverse needs and preferences of learners, foster a sense of community and interaction among learners and teachers, and provide a range of support services to ensure that learners can achieve their learning goals.*

Annotatsiya: *Masofaviy ta'limni tashkil etishning nazariy asoslari onlayn ta'lim dasturlarini ishlab chiqish va amalga oshirishda e'tiborga olinishi kerak bo'lgan bir qator afzallik va kamchiliklarni ta'minladi. Masofaviy ta'limning afzalliklari orasida katta va xilma-xil o'quvchilar guruhini qamrab olish qobiliyati, jadval va joyni belgilashda moslashuvchanlik va ta'limni yaxshilash uchun interfaol texnologiyalardan foydalanish kiradi. Kamchiliklarga ijtimoiy o'zaro ta'sir qilish imkoniyatining kamayishi, oldingi texnik ekspertiza va infratuzilmaga bo'lgan ehtiyoj, shuningdek, izolyatsiya va aloqani yo'qotish potentsiali kiradi. Masofaviy ta'lim an'anaviy ta'lim usullariga samarali muqobil sifatida paydo bo'lgan bo'lsa-da, uni amalga oshirishning eng yaxshi amaliyotlarini aniqlash uchun qo'shimcha izlanishlar zarurligi aniq. Uning afzalliklarini maksimal darajada oshirish uchun onlayn ta'lim dasturlari o'quvchilarning xilma-xil ehtiyojlari va afzalliklarini qondirish, o'quvchilar va o'qituvchilar o'rtasida hamjamiyat hissi va o'zaro munosabatni rivojlantirish va boshqa xizmatlarni ta'minlash uchun ishlab chiqilishi kerak.*

Key words; *distance learning, e-learning, online learning, pedagogical aspects, electronic platforms, guidelines, textbooks,*

The first attempt in English to define distance education and to articulate a theory appeared in 1972 (Moore, 1972) and in 1980 was named as the theory of transactional distance (Moore, 1980). Analysis of the literature that was summarized by this theory led to the important postulate that when we talk about distance education we are referring

to a distance that is more than simply a geographic separation of learners and teachers¹¹. It is a distance of understandings and perceptions, caused in part by the geographic distance, that has to be overcome by teachers, learners and educational organizations if effective, deliberate, planned learning is to occur.

Distance learning, also called distance education, e-learning, and online learning, form of education in which the main elements include physical separation of teachers and students during instruction and the use of various technologies to facilitate student-teacher and student-student communication. Distance learning traditionally has focused on nontraditional students, such as full-time workers, military personnel, and nonresidents or individuals in remote regions who are unable to attend classroom lectures. However, distance learning has become an established part of the educational world, with trends pointing to ongoing growth. In U.S. [higher education](#) alone, more than 5.6 million university students were enrolled in at least one online course in the autumn of 2009, up from 1.6 million in 2002¹². Distance education (DL) as an element of open education is learning on distance. DL is used by students who, for various reasons, cannot attend contact lessons. They work from home or from the office and study the e-course on their own, complete tasks and interact with each other and with the teacher through Internet. In other words, they take on responsibility for their autonomous learning. N. Sampson (Sampson 2003: 104) defines distance learning as independent distance learning with the help of texts for self-study and remote communication. As Holmberg (1989: 24) points out, people prefer distance learning convenience, flexibility and adaptability of this mode education to meet the individual needs of students. Most Accurate definition of distance education we find in M. Simonson: “Distance education is now often defined as: institution-based, formal education where the learning group is separated, and where interactive telecommunications systems are used to connect learners, resources, and instructors.” Pedagogical aspects of distance learning of foreign languages are gradually analyzed and studied in the literature. Teaching foreign languages through remote technologies is reflected in a number of publications. So, in a monograph O. Tarnopolsky, an innovative constructivist approach is analyzed with a mixed teaching English for special goals and professional communication on university level. Here are described issues of active language learning both in the classroom and outside the classroom independent work, including Internet - active methods (role-playing game, simulation of professional activity, project work, case studies, discussions, etc. ¹³

The author uses the term experiential learning for experiential learning that forms the conditions for active learning. Involving students in the acquisition process

¹¹ www.learningdesign.psu.edu/assets

¹² Michael Simonson, Gary A. Berg, Britannica.com

¹³ Tarnopolsky, O. (2012). Constructivist blended learning approach to teaching English for Specific Purposes. London, Versita, 254 p.

knowledge and skills development. An analysis of the literature shows that distance education in universities, its principles and organization, technical equipment are widely represented in the literature, considering the theoretical foundations distance learning and foreign and domestic experience.

An increasing number of universities provide distance learning opportunities. A pioneer in the field is the [University of Phoenix](#), which was founded in Arizona in 1976 and by the first decade of the 21st century had become the largest private school in the world, with more than 400,000 enrolled students. It was one of the earliest adopters of distance learning technology, although many of its students spend some time in classrooms on one of its dozens of campuses in the [United States](#), Canada, and [Puerto Rico](#). A precise figure for the international enrollment in distance learning is unavailable, but the enrollment at two of the largest public universities that heavily [utilize](#) distance learning methods gives some indication: in the early 21st century the Indira Gandhi National Open University, headquartered in [New Delhi](#), had an enrollment in excess of 1.5 million students, and the China Central Radio and TV University, headquartered in [Beijing](#), had more than 500,000 students. Distance education went through a major change after the invention of radio in the 1920s and the arrival of television in the 1940s. Distance education is increasingly using combinations of different technologies to improve communication between teachers and students. In 1900, after the arrival of computer, distance education took a big leap¹⁴. Now the teachers and students can converse sitting face-to-face. Students from business and university level have used the conferencing technique known as one-way video/two-way audio where pictures from television are transmitted to particular sites, people can reply to the newscaster via telephone. Television pictures can also be broadcast in two directions at the same time through telephone lines, so that teachers and students at one place can see and hear teachers and students in other places. At the beginning of 2020, for the first time in many teens, if not hundreds of years, the concept of "pandemic" was introduced in Russia in connection with the spread of a new coronavirus infection. The government of our country needed to adopt a package of documents in order to prevent the further spread of the virus. Habitual the working regime was violated, school children did not go to school, and their parents went to work. The question arose how to continue the educational and work process. The government decided to transfer educational institutions to a distance learning format. Absolutely all participants in the educational process faced difficulties in organizing and conducting the remote mode. First of all, the burden fell on teachers and teachers, who needed to immediately transfer from regular classes to electronic resources. Assessment of the workload on teachers during the period of distance learning, in general, 84% of teachers believe that their workload has increased, at the same time, 59% noted that the workload on children has increased, and

¹⁴ <https://www.britannica.com/topic/distance-learning>

21% of teachers believe that, on the contrary, it has decreased¹⁵. If the first problem touched upon the readiness of teachers and teachers, then the essence of the second problem is the readiness of students. In the process of ordinary full-time education and interaction of a teacher with a student, individual characteristics are taken into account. To date, there are no distance programs that take into account certain individual characteristics of each student and, most likely, it is impossible to create such individual programs. Only with traditional teaching can the teacher influence the individual formation of the personality and the education of moral and moral qualities in students. Therefore, it is necessary to develop a distance educational environment that will be aimed at adapting all students to distance learning and distance pedagogy in general. The next problem is the lack of a large information technology base in educational institutions, not all educational institutions have large information platforms. The implementation of these facilities requires huge resources - time and money. The possibility of distance learning depends on how educational institutions are prepared. So, in the context of a pandemic, students and teachers are faced with the problem of the workload of educational platforms, as well as video conferencing systems. A huge flow of simultaneous classes with several thousand people led to an overload of the system; in rural areas and in small towns, the Internet speed was low. The next problem is the lack of a unified educational standard in the distance sphere. First of all, this is due to the fact that most teachers do not want to work according to someone else's educational program. Each educational institution strives to make its program, which, in their opinion, is the best among others. The lack of a single standard, at least in the main points of education, directly affects the educational process. The creation of a unified educational standard in the distance environment will help get rid of many problems, namely the use of low-quality programs in this area. This fact will have a positive effect on the learning process. The next problem is the lack of proper supervision by the teacher. This function has been transferred to the computer. Teachers in distance pedagogy only "give" information, and students transform it into useful knowledge, using only the method of self-education. Based on this, the teacher's duty arises to create a favorable atmosphere for learning. Thus, we can conclude that obtaining an education in the conditions of distance work is a difficult process. In the process of adaptation, teachers must learn the basics for the ability to teach, and students for the opportunity to learn. The next direction in solving this problem is the preparation of educational institutions for the implementation of information and communication technologies, as well as the development of educational platforms. In this case, it is advisable to create a single distance educational standard: electronic platforms, guidelines, textbooks, as well as various complexes and programs. A significant contribution to solving these problems will be made by innovations and innovations in the field of distance education. For this,

¹⁵ Shakhnoza Abdulkhafizovna Yusupova, <https://conferencepublication.com>

it is necessary to conduct new research in the field of application of information technology in pedagogy, to study the influence of information technology on pedagogy in general, as well as on teachers and students.

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