# Online Class as One of the Forms of Distance Teaching of a Foreign Language at a University

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Abstract:     Two irreversible progressive elements shape the current education system, including foreign language instruction: the intense rivalry in the educational services market and the rapid advancements in educational information technology. The leading role of distance learning in these processes is undeniable. The important question is to optimize the use of innovative resources to solve linguistic problems in the education process. Today 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. 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. Today, in many countries, including Uzbekistan, intensive processes of standardization and informatization of education are underway, and 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 based on new methods of educational activities, including open - not limited by space and time. The purpose 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.

## 1 INTRODUCTION

Global education systems were impacted by the COVID-19 pandemic in 2019–20, which resulted in a widespread shutdown of colleges 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. 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 soon.

The coronavirus has required a massive digital transformation of the world's population, its adaptation to 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

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low incidence of coronavirus among teachers and students. The 2018 PISA study's findings made clear the low degree of "digital literacy" development and the efficacy of utilizing digital technology at the same time. 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

We are now able to forecast many phases in the future growth of online learning. 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.

In 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 behaviour, 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 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.

However, there is one more crucial network-related factor to consider. 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 relationships, significantly changing a person's personality, and 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 behaviour, 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 an 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 soon we'll become experts at three-

dimensional learning environments that blend traditional, augmented, and virtual reality—in fact, we already are. Virtual and real spaces 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.

The teaching community is funding the development of new information technologies and tools, as well as the creation of new, time- and space-independent teaching methods. Currently, extensive processes of standardization and informatization of education are underway in many countries, including Uzbekistan. Strategies to increase the effectiveness of education are also being developed. 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. It was discovered during the research that, in order to facilitate effective distance learning of a foreign language (in this case, Russian), a specially created virtual language environment should be the basis for the learning process. This environment should include a variety of electronic educational, applied, instrumental, and communication tools that enable the organization of full-fledged educational interaction as a continuous subject of the learning process that is in contact and separated by time and space, using the most recent pedagogical technologies.

Information technologies have a significant impact on our lives at the current stage of societal development; in this context, proficiency in foreign languages is essential for success. The goal of today's educational standards is to produce highly competent, analytical, creative individuals who can swiftly adapt to their environment. Young people nowadays understand this, which is why an increasing number of students are spending more time learning a second language, such as Persian, in addition to English. The majority of students at the Tashkent State University of Oriental Languages select a mix of English and oriental languages. Today's teaching techniques have undergone significant modifications as a result of the increasing demand for foreign language proficiency.

This article's goal is to outline the key phases that a teacher goes through when delivering remote, online lessons and to highlight both the advantages and disadvantages of this kind of instruction.

Individual online lessons are getting more and more popular in comparison to chat rooms and web classes, and they definitely have a number of benefits:

Choose your preferred educational institution; Customize terms and training pace based on student characteristics; Immersion in the language environment and continuous communication with native speakers; Learn at your own pace at home; Focus in class; Free access to reference materials; Record and replay lessons; Work independently and receive guidance from teachers whenever needed; Significant financial savings; Compile electronic dictionaries.

# 4 STAGES OF A TEACHER'S WORK

The phases of a teacher's job and the pedagogical aspects of getting ready for a remote session will be examined in more detail in this article.

## 4.1 Selection of Technical Equipment

In order for the learning process to be effective, there has to be extra technical methods of communication between the teacher and the student—most notably, the student's computer. In addition to having a camera, the computer has to have fast Internet and the Zoom application installed. Our personal experience leads us to recommend that you make sure the instructor and the student have access to headphones and a microphone, since these things greatly enhance the sound quality of conversation. Students may utilize notebooks, pencils, and extra reading material, just as in regular classes.

This approach of learning is, on the one hand, quite comparable to traditional face-to-face instruction, and, on the other hand, somewhat superior because it has access to all required online resources.

However, as opposed to traditional classroom settings, remote learning for foreign languages incorporates the use of additional media, most frequently from a computer, smartphone, or microphone.

## 4.2 Conducting a Trial Session

The initial trial session can last for very little time; the teacher's goals should be to get to know the student, go over the personalized lesson plan, and decide on the frequency and length of each class. Finding the motivation behind learning a foreign language, establishing objectives, assessing the training's advantages and disadvantages, and modifying the customized lesson plan are crucial.

## 4.3 Definition of Basic Teaching Methods and Techniques

Following a trial lesson, the instructor should decide on appropriate strategies and tactics for the student's continued work based on his traits, interests, and objectives. The teacher should also choose materials and different programs based on the student's degree of foreign language ability.

We advise adopting the communicative technique for one-on-one instruction. It is designed to help you rapidly and efficiently acquire oral communication skills, such as speech and listening comprehension, so you may begin speaking a foreign language in everyday settings.

## 4.4 Training for the Basic Types of Speech Activity

You may practice reading together by reading and discussing fiction as well as by working through a series of activities designed to teach you new vocabulary and certain grammatical concepts. While using the ZOOM software, you may browse and listen to current online news and periodicals in the language you are studying.

Remember to take advantage of online lesson recordings. A series of activities involving listening to various monologues, conversations, and song snippets while concurrently filling in the blanks in the lyrics or carrying out other tasks should be prepared in preparation by the teacher. You may also view movie and short video snippets as part of this course, and then practice what you heard.

After years of teaching, we have come to the conclusion that one of the greatest ways to update your vocabulary with contemporary colloquial terms in any foreign language is to watch a variety of foreign-language films. A seasoned instructor most likely has a large library of foreign language movies, but especially in the beginning stages of learning, it is preferable to watch movies with decent speech clarity, tempo, and subtitles.

Depending on your objectives, you may practice your writing abilities in ZOOM online classes in a number of methods. When teaching a class, you might suggest to some students that they write different kinds of essays or written messages that are used by young people on a daily basis.

It is best to concentrate on writing business letters on a variety of subjects when learning a foreign business language; for instance, you should begin with a straightforward letter to a partner and conclude with the company's financial report.

Since the primary objective of studying a foreign language is to become fluent speaker faster, the student should converse often in order to swiftly overcome the language barrier.

It is important to keep in mind that every remote lesson should include a variety of speaking tasks designed to encourage communication from the learner. These assignments involve watching and debating different movie clips, then sharing thoughts and talking about proverbs, etc. This kind of work is appropriate for brief conversations and tales; it's best if they contain more illustrations.

## 5 SUMMING UP THE WORK IN THE LESSON

In order to modify the working approach based on the student's qualities, this step of the work involves determining the student's level of knowledge of the new subject. Various online exams are one of the quickest ways to assess vocabulary and grammar, and you can see the results right away after doing them.

Acknowledgment of the student's first accomplishments should be mixed with strict commitment to the logic of work and objective assessment.

Although many children dislike doing their homework, consistent supervision will support the growth of the student's independence and organizational skills. Following an online class, the instructor should choose an electronic assignment and send it to the student's email. The student will need to do it on his own and give it back to the instructor for review before to the next class meeting. The instructor should then address the mistakes and make any necessary corrections before the following class. While homework must be completed on a regular basis, it shouldn't be tedious or burdensome.

Positive characteristics of interactive foreign language learning were noted by following the key stages of work during an online class, accurately

creating goals and objectives, and selecting work techniques.

–The teacher is approachable, so the student feels more at ease and can study much more efficiently; - The lesson is conducted in a friendly environment; - You are not required to follow the prescribed foreign language teaching program, etc.; - The teacher can provide resources for studying grammatical or conversational topics from various foreign textbooks; - You can extend or shorten the lesson as needed; An online lesson may be downloaded and listened to by the student during his free time, allowing him to take the essential pauses to retain the content.

## 5.1 Preparation of the Online Material Used

The instructor can suggest the following to ensure the course satisfies contemporary standards: - Choose the resources the instructor will use for the lesson prior to the commencement of the online session. This content may be utilized electronically during the lecture by using the "screen sharing" feature of the Zoom application. Keep working on the assigned resources throughout the learning process. These could include foreign textbooks published in PDF format, various methodological advancements for classes, dialogues, visual aids, novels to read, etc.

## 5.2 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 examples, illustrations, etc., and also not forget about working in a foreign language lesson with poems, tongue twisters, songs, and visual material.

## 6 CONCLUSION

Based on the aforementioned, it can be inferred that, along with the challenges and drawbacks associated with online education, distance learning offers several benefits, including the removal of geographical obstacles and the opportunity to study a language among native speakers from other nations. Pupils get the chance to practice traits like tolerance, being open to finding a middle ground, and respecting the views of others. Thus, we may draw the conclusion that

distant learning broadens young people's area of communication, aids in the resolution of various psychological issues, and fosters the growth of learning motivation. We think that regardless of a student's location, education will continue in the future. In order to accomplish all of the objectives and characteristics of the foreign language education process listed above, online lessons will.

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