MODERN VIEWS ON ISSUE OF DISTANCE AND TRADITIONAL METHODS OF TEACHING FOREIGN LANGUAGES IN HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

Improving the system of teaching a foreign language is relevant in the modern conditions of society development. Nowadays, all higher education institutions in our Republic have undergone distance learning because of the current situation in our country due to the pandemic. This situation has prompted the introduction of distance learning into higher education in the Republic of Uzbekistan, while many foreign countries (US, Europe, etc.) have been practicing this method of education for many years. Distance learning, as well as traditional, reflects all the inherent components of the learning process (goals, content, methods, organizational forms, means of learning). By analyzing recent studies and publications on the distance method of foreign language learning, various aspects of this method of learning have been considered. In these latter days, the implementation of distance learning of the Italian language is associated with several major problems.

Keywords: foreign language, distance learning, traditional teaching, higher education, interactive teaching methods.

In the age of globalization there is a change in the intercultural communication of all peoples, a common language for communication is born, a global language, there are phenomena of interpenetration of cultures of different peoples and much more. In today's communication environment, the process of teaching foreign languages is also changing, which is why it is difficult for foreign language teachers to select the content of foreign language learning, taking into account the impact of the global language and preserving the picture of the world of another foreign language, organizing the educational process in a new information and educational environment, and a number of other problems.

Recently there is a huge need for knowledge of at least one foreign language. This is facilitated by many factors: in particular, the development of many areas of activity (economy, tourism, etc.), cooperation with foreign countries, abundance of commercial proposals, development of information and communication technologies, the impact of the pandemic, etc. This raised the issue of improving the teaching method of foreign languages (particularly Italian). A.F. Shamahmudova fairly insists “that language learning should pay attention to these differences and possible pragmatic errors, especially when there is a risk of cultural misunderstanding or evaluating other unfamiliar factors with the help of prejudices. For this, the communicants should be offered clear, pragmatic detailed information detailing the contexts of using the most important speech acts and the means of expression most appropriate to these contexts” [9]

Thus, the improvement of teaching system in Italian is relevant in the modern conditions of society development. When we talk about the choice of methods to improve the study of foreign languages, it is very important, first of all, to take into account the two main components of this system. The first is the professional competence of a modern tutor. Speaking about teacher’s professional competence it is necessary to take into account not only his knowledge of a foreign language, but also his knowledge of psychology, pedagogy, interpersonal communication, information and communication technologies.
The second is the student, as the subject of the education process. A student is a person who has a purpose - to know. The desire to know must be conscious and come from itself. When choosing a method of study, it should be taken into account the interactions between the teacher and the student.

Kalinin D.A. asserts in his article: "Global development of technological level and knowledge of various fields of activity has had a direct impact on the formation of the modern educational sphere. With the help of traditional forms of educational environment, it is impossible to meet the current needs of modern students in knowledge. Many working and studying students do not have enough time to study the necessary materials, do not have the opportunity to attend lectures and seminars, read additional literature and prepare for exams in a timely manner. Also, one of the serious problems in the education of students in the group (which is typical for all universities) is the inability of individual students to learn new educational materials in the presence of strangers. As reasons can be cited a number of psychological and personal qualities, shyness and fear to seem incapable, or seem stupid, undeveloped ability to perceive the material at a rapid pace. This kind of students make great efforts to perceive and assimilate the material, especially in the classroom."

Nowadays, all higher education institutions in our Republic have undergone distance learning because of the current situation in our country due to the pandemic. This situation has prompted the introduction of distance learning into higher education in the Republic of Uzbekistan, while many foreign countries (US, Europe, etc.) have been practicing this method of education for many years. At this stage of the development of the higher education system, one of the key issues in the method of teaching a foreign language (including Italian) is the use of distance learning. Distance learning method is a method using information and communication technologies, in which the teacher and the student interact with each other at a distance. Distance learning, as well as traditional, reflects all the inherent components of the learning process (goals, content, methods, organizational forms, means of learning).

The essence of distance learning is the ability to teach online, in the conditions that the teacher and the student are separated by a virtual space.

According to analysis of recent studies and publications on the distance method of foreign language learning, various aspects of this method of learning have been considered. To date, the implementation of distance learning of the Italian language has several major problems. The issue of logistics for both sides of the interaction comes to the fore. Since one of the advantages of distance learning is the ability to remotely access educational resources through the Internet, the availability of technical means by which such access can be carried out becomes mandatory. At the same time, the expansion of the logistics base is necessary to create quality educational content specific for a distance-based form of learning, which differs in form and content from the traditional filling of face-to-face knowledge.

In his writings on distance learning, A.A. Andreev highlighted the following key features of this method:

- Flexibility - the schedule of classes, their duration and features are fully determined by the students themselves, who devote as much time to the subject as they need to learn the material;
- Modularity - the ability to shape the curriculum according to the individual or group needs of students;
- Overlapping - DL can be combined with the process of basic training activities;
- Long-distance - significant territorial distance of students is not a problem;
- Asynchrony - teacher and student can work on a convenient schedule for each, and feedback is not necessarily established by the real-time process;
- Coverage - the number of students is virtually unlimited;
- Profitability is a proven economic efficiency of distance learning;
- The emphasis on the teacher - the role of the teacher is significantly changed;

The emphasis on the learner is that students have slightly different requirements than in the standard learning scheme;
The use of ICT - ICTs are not just an auxiliary but also the main tool of DL;

Sociality - social tensions are alleviated to some extent, as all students receive the same opportunities;

Internationality is the possibility of importing and exporting educational services.

With the use of any new technologies, the teacher develops a new pedagogical thinking, requiring a clear structure, linguistic clarity and validity of the methodology. The use of these technologies in the process of learning foreign languages will achieve much better results in the formation of the identity of students, the development of their skills and abilities, as well as their language skills.

When choosing a training method, you should always consider the concept that there is no ideal method. Each method has its advantages and disadvantages. The most common problems were identified in the study of the shortcomings of the problems arising in distance learning.

First, the difficulty in adapting to the online format learning. The transition from traditional classrooms to an online format makes the learning process completely different. If in an ordinary audience students are expected to passive listening and outlining, then virtual discussions, working with a personal office and materials in different multimedia formats require action. Students with a "traditional" mindset find it difficult to adapt to such changes.

Secondly - this low computer literacy - lack of computer literacy is a serious problem in the modern world, which has affected both students and teachers. Majority still don't know how to work with a personal computer (PC) and standard office applications like MS Word and Power Point. Even experienced teachers and students may experience lack of understanding of distance learning tools such as online educational platforms, video conferencing systems, and various applications related to communication and viewing of educational materials. However, technological skills are a must for successful distance learning.

Third, technical problems - these problems are often a stumbling block in online learning. Training platforms may experience compatibility with operating systems, browsers, or smartphones, and low Internet connection speeds can lead to online service passes or difficulty downloading lessons in the video format. All this increases student frustration and reduces participation in the learning process.

Fourth, it is ignorance of the basics of time management. The freedom offered by the online learning format often lulls vigilance and causes a false sense of time limitlessness. Distance education puts forward higher requirements for discipline and self-organization than its offline counterpart, although understanding of this has not yet been formed. Inept time management can lead to a serious backlog of the curriculum and cause severe stress.

Fifth, it is a weak self-motivation - lack of motivation - a common problem for all types of students. The online format requires strong discipline and commitment to perform tasks on its own, stay interested and make progress. When students are not surrounded by classmates and there is no physical control on the part of the teacher, it is tempting to postpone their studies for later.

Sixth, the lack of social interaction. While in the classroom, students have the opportunity to communicate directly with each other and the teacher: instantly react, share experiences, joke and establish non-verbal contact, strengthening social skills. For many, communication with like-minded people is an important ritual, which they lose by switching to distance learning. Without the company of friends, the noise in the classroom and personal contact with the teacher, students studying remotely can feel isolated. This psychological factor negatively affects motivation and academic performance.

And, finally, the main problem of distance learning is the problem of control, if ignored the falsification of training will follow. With distance learning, it is difficult to monitor the current performance of tasks, and it is often impossible to adjust the course of classes.

It is necessary to develop special technical tools, techniques and techniques to solve these problems, which today they are solved at the empirical level, without an established system [5; 6]. To solve this problem, traditional teaching methods can be organized, where answers to the questions can be given in the current mode and the dynamics of interaction between the teacher and the student will be much higher [7; 8].
The disadvantage of distance learning is also the lack of time for contact work with the teacher. Currently, there are quite a large number of pedagogical teaching technologies, both traditional and innovative. We should not say that one of them is better and the other is worse, or to achieve positive results, we need to use only this one and no more. The best option is to use a mixture of these technologies. So the educational process for the most part is a class-based system. This allows us to work according to a schedule, in a certain audience, with a certain permanent group of students.

Based on all of the above, it should be said that traditional and innovative teaching methods should be constantly interconnected and complement each other. Do not abandon the old and completely switch to the new. The use of this training has a positive effect on the development of independent activity of students, on self-development, and on improving the quality of knowledge. Students skillfully plan their action, know how to use educational literature. They have a good command of general academic skills: comparison, analysis, generalization, highlighting the main thing, etc.

Student’s active cognitive performance contributes to the development of such qualities of knowledge as strength, awareness, depth, efficiency, flexibility. Modern technologies in education are considered as a means by which a new educational paradigm can be implemented. Trends in the development of educational technologies are directly related to the humanization of education, which promotes self-actualization and self-realization of the individual.

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