

# New Options of Using Distance Learning in the Sphere of Foreign Languages

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**Abstract-** In general, this research paper provides a critical overview of the field of distance language learning, challenging the way in which the field is often narrowly conceptualized as the development of technology-mediated language learning opportunities. Firstly, it focuses on issues of concept and definition and both theoretical and pedagogical perspectives on the field. Emphasis is placed on evident shifts from a concern with structural and organizational issues to a focus on transactional issues associated with teaching/learning opportunities within emerging paradigms for distance language learning. Secondly, it reviews choices and challenges in incorporating technology into distance language learning environments, foregrounding decisions about technology made in particular sociocultural contexts, the contribution of 'low-end' technologies and research directions in developing new learning spaces and in using online technologies. The investigation of learner contributions to distance language learning is an important avenue of enquiry in the field, given the preoccupation with technology and virtual learning environments. Moreover, it identifies future research directions and provide a series of conclusions about research and practice in distance language learning as technology-mediated interactions increasingly come to influence the way we think about the processes of language learning and teaching. This article also covers a set of issues and modern trends in learning foreign languages via e-learning process. The concepts of "e-learning", "mobile learning" and "distance learning" are differentiated. The author of the article believes that at this stage of the reform of higher education in Uzbekistan it is expedient to introduce blended learning into practice.

**Index Terms-** Education, training, distance education, distance learning, teaching foreign languages.

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## I. INTRODUCTION

**O**ne of the major challenges facing higher education today is the formation of comprehensively developed community-minded person. [1; 14; 17] Achievement of this goal is only possible if interests, needs of students and proper influence on their motivational personality sphere are taken into account. The success of learning a foreign language depends on the students' efforts to accomplish their purpose. They must want to do something to succeed in it. Motivation is something that stimulates or rouses action, i.e. it is the stimulus that produces action. Motivating students to learn a foreign language is a rather laborious process. Very often, students encounter difficulties and these difficulties demotivate their learning. Certain motivational strategies identified in the course of teaching a foreign language can contribute to the development and encouragement of motivation. E-learning is the organization of educational activities with the use of information contained in the database and used in the implementation of educational programs that provide processing of information technology technical means, as well as information and telecommunication networks, providing transmission of this information, interaction of students and teaching staff. Distance educational technology is an educational technology that is implemented mainly by use of information and telecommunication networks in indirect interaction of students and teaching staff. This approach to defining the concepts allows to separate the process of distance learning, defined in the law as an e-learning from the methodological basis for application of distance learning technologies. Distance learning is defined as a focused, organized, interactive process of learning at a distance, carried out within the framework of the system of education with all the components inherent to it – goals and objectives, approaches, content, principles, methods, educational resources, etc., implying a constant systematic cooperation of all participants learning with the help of modern information and telecommunication means.

## II. DISTANCE LEARNING: NEW OPTIONS

In the study of the educational environment is possible to allocate how electronic educational models are modified as they convert the process of learning organization. Generalization of works that represent the organization of the e-learning environment suggests three basic types of models. The first type of E-Learning environment is associated with the first generation of Web [2]. This model slightly changes the traditional teaching; the essence of it is that the electronic environment allows teachers to move to electronic teaching mode by downloading slides, assessment tests and other electronic materials. The second type of model is a result of rapid development of the information environment. This model shifts the focus on a virtual nature of learning. The third type of model is related to the development of the social context of learning. The functional aspect of the consideration of the problem of e-learning involves reflection in the materials and technology of functional roles nomenclature, a student performs in a real academic, social and domestic activities and future experts in the field of professional communication. At the same time a functional role is understood as a stable set of responsibilities, activities and behaviors corresponding to certain human functions in the social or professional relationship [3]. Most often educational institutions organize blended learning, combining the use of e-learning, distance learning and traditional classroom learning. However, one can only use e-learning and distance learning. Creating an e-information educational environment is a must, so we cannot speak about the use of only distance learning without e-learning. Mixed method involves the formation of the communicative competence, which consists of language, speech, subject, socio-cultural, educational and compensatory competencies. Motivational aspect plays an important role in foreign language acquisition. The central for mixed method is learning through educational communication activities, approximate to the real, taking into account individual characteristics of students, creation of real communication situations by setting verbal and cognitive tasks. As regards the rules for students, they need clear regulations so that learning remains balanced. For example, the establishment of the rule that visiting classroom activities and passing the online tests is strictly required. Is necessary to combine independence and work at their own pace with the understanding that the gap in the subject automatically requires more frequent visits to classroom courses.

Although the label "distance learning" could be applied to any situation where students are learning at remote sites, the term is normally restricted to teaching via satellite or other long-distance telecommunication technology. One author defines distance learning as "an educational process in which a significant proportion of the teaching is conducted by someone removed in space and/or time from the learner" [4]. Two-way communication between teacher and student can take place through writing, television phone-in programs, two-way video, or telephone [5; 15]. The label "distance learning" is catchy, but, unfortunately, easily over interpreted. Most systems to which this label is applied are simply one-way broadcasting stations that transmit audio and video signals to students at one or more remote sites. However, other systems are available that provide two-way audio, and, in some cases, even two-way video between the teacher and the students.

Distance learning technologies present many new options for teaching foreign languages that will further expand the range of instructional techniques in the same way that language labs, television, and computers have augmented the standard classroom. It is important in reviewing these distance learning options to distinguish among their various levels of capability as these systems place different constraints on the instructional process. For instance, one-way, presentation-only systems have been criticized as providing nothing more than a video distribution system that could be replicated by mailing video tapes to students. The lack of immediate two-way interaction that characterizes many distance education programs seems contrary to the aims of foreign language teaching. However, with this interaction appropriately used, distance technologies can support the goals of foreign language pedagogy. Instructional strategies that encourage student-teacher and student-student dialogue and learner autonomy in distance learning situations must be incorporated into instruction [6].

## III. INSTRUCTIONS IN LEARNING FOREIGN LANGUAGES DISTANTLY

The strongest argument for distance education is its potential to provide instruction to students who, because of distance, time, or financial constraints, do not have access to traditional learning opportunities or specialized courses [7]. Distance learning courses have been developed to provide equal access to an educational opportunity for schools, especially rural ones, that have to operate with a limited curriculum and staff [8]. The objective is to provide courses in foreign languages to schools where it would not otherwise be possible for students to study them. The potential for providing instruction in the less commonly taught languages is particularly enhanced by distance technology. In many cases, the guiding principle is for distance learning courses not to become permanent, but to serve as a stepping stone to hiring a regular classroom instructor by laying the basis for a viable language program, especially in the less commonly taught languages [9].

The success of distance learning in developing students' foreign language skills depends on the ability of the instructional program to provide language learning in face-to-face settings. This capability can now be provided through two-way satellite communications that allow teachers to communicate with students at each site and to provide the interaction needed for development of second language skills.

Using satellite broadcasts for true telecommunications, rather than merely as a delivery and distribution system for canned video presentations, is still very expensive. Television signals are more expensive to transmit than voice signals because of the increased amount of electronic information that must be transmitted. Because sufficient information is transmitted to refresh the video display screen thirty times a second, most of this information is associated with the video portion of the signal. To reduce the amount of information transmitted and, therefore, the communication costs, newer technologies compress the audio and video signals prior to transmission. For the same reason, they also refresh the video image at a slower rate, which makes the movements of the teacher and students appear blurred and choppy. Although this level of resolution is adequate to establish two-way communication for video teleconferences, the picture sampling rate is inadequate to capture detailed lip movements, giving the impression that the audio track is not always synchronized with the picture. This lack of video detail is normally only a minor irritant, but it could be important in trying to teach or demonstrate correct pronunciation.

Several studies have been conducted on student achievement in distance education foreign language courses, but because of small sample sizes or non-random selection of students, the results are difficult to interpret. In university-level Japanese, no statistically significant differences were found between the classroom-based students at North Carolina State University and the students participating in the "Televised Japanese Language Program" [10].

In one experimental study, researchers found that after two semesters of German instruction, students enrolled in a telecourse did not achieve the proficiency levels attained by on-campus students taking the same course [11]. However, in the case of high school "German by Satellite" classes, where the university textbook and other materials are used, and where grades are based on university standards, the test data indicated that 18 percent of all students in the program were earning an unadjusted grade of A. In addition to test scores, "German by Satellite" students had top placement in seven interscholastic contest [12].

#### IV. DISCUSSION

The use of e-learning covers the situation where the student independently learns the material through work and interaction in electronic information and educational environment. An example of such learning can be the development of massive open online courses in which a contact with teaching staff of a particular student can be completely eliminated, but made up for by interacting with the community involved in the electronic information and educational environment. Mixed e-learning technologies can be used directly in the classroom when teachers interact with students through electronic information and educational environment, for example, to obtain feedback for assessment of learning outcomes, to share comments on the lesson, for distribution of a content used in the classroom. However, just the use of electronic educational resources in the classroom is not e-learning. An example of full implementation of e-learning in a mixed technology is "flipped classroom" when at the expense of the preliminary work of students with the theoretical material in electronic information and educational environment lectures are replaced by practical lessons. The introduction of e-learning in the educational institution, as a rule, leads to a change in the types of structure of learners' work, to reduction of the number of hours of classroom work, significantly change teaching methods, methods of assessment of learning outcomes.

Distance learning is different from the traditional teaching by the fact that it creates new educational information environment in which a student comes, knows exactly what knowledge and skills he/she needs; learners are provided with the ability to obtain the required knowledge, using advanced information resources [13]. A number of typical pedagogical and psychological problems are highlighted in the context of differences between the traditional and distance learning, which must be solved by a teacher and students of distance learning course: difficulties in establishing interpersonal contacts between the participants of the learning process; problems of formation of efficient small teaching groups for cooperative learning; determining individual characteristics of perception of information of the audience and learning styles for more efficient organization of educational process; updating and maintaining motivation of learning; the adequacy of teacher's behavior chosen for distance learning methods and educational technology. In modern conditions the textbook as the primary means of training, should succinctly fit into the new model of organization of educational process which is today non-linear, since the number of hours of classroom teaching is decreased and the number of hours devoted to independent work is increased, which also determines the non-linear nature of the modern e-textbook. As part of the distance learning system control unit there are the following key features: management of competencies; automated creation of educational programs; management of user profiles; control of access to distance learning courses and tests; logging user activity; providing technical and methodological support to users; report generation; learning process analysis.

E-learning has several advantages over the traditional: 1) freedom of access – a student can practice almost anywhere; 2) reduction of educational costs – student bears the cost of storage media, but does not of costs of methodological literature; 3) flexibility of learning – duration and sequence of materials study; students choose by themselves, adapting the whole learning process to fit their capabilities and needs; 4) e-learning users develop their skills and knowledge in accordance with the latest modern technology and standards, updating learning materials; 5) equal educational opportunities – learning becomes independent of the quality of teaching in a particular educational institution; 6) ability to define criteria for assessing knowledge [16].

Electronic textbooks largely activate the learning process. The advantages of using electronic textbooks can be attributed to: increased motivation, active position of students, awareness and self-learning, self-control, variability, active thinking, interactive communication with a variety of educational resources (electronic libraries, dictionaries, encyclopedias), information richness, high visibility, flexibility of teaching methods (individualization of instruction, fast feedback), time savings during activities, development of computer literacy of students and instructors.

## V. CONCLUSION

. In our opinion, an effective integrated interactive textbook on paper and electronic media can be effective. It is necessary to build such a complex, taking into account interdisciplinary communications and language proficiency of students. To bring students to the level of English which allows them to continue their studies in European universities or after graduation to participate in the discussion of economic issues in international seminars and conferences, to conduct foreign language communication in the reception of foreign experts, the creation of joint ventures, as well as during professional activity abroad, an integrated textbook should be based on the principles of interactive approach. E-learning along with the textbook of new generation as a means of teaching foreign languages should be a resource for teaching foreign language communicative competence at a level sufficient enough, which would allow the students as future qualified specialists to participate in the processes of international economy. Interactivity should be understood not only as the interaction of participants in professional communication with each other, but also how they interact with the object (content) of the communication, acting as an oral or written interactive text. Processing activities (understanding, awareness, assignment, evaluation and so on) of interactive text is an indicative basis for other activities and becomes a structural component of other activities (productive activity allowing translating the meaning of the original text into any other form of its reproduction: monologue, dialogue, polylogue, audiovisualization). The criteria for selection of content, methods and technologies implemented in the e-textbooks and teaching aids should be their focus on the formation of foreign language communicative competence, the necessary personnel for the successful implementation of professional activity.

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