

THE ROLE OF DISTANCE EDUCATION AND COMPUTER TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

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ABSTRACT

The paper is devoted to the actual problem of using interactive multimedia technologies in teaching a foreign language. It shows that there are some advantages in teaching English using multimedia as a technique in teaching process in the classroom. And it gives information about distance learning and its importance in nowadays situation. Distance learning has a lot of benefits for students who wants to study abroad but doesn't have any possibilities. Also the following article gives the advantages and disadvantages of learning from the distance for school pupils. Nowadays, as a result of pandemic time from COVID-19 in the world, distance learning is more useful and can safe people's life

Keywords: Education, distance learning, teaching, computer, network, internet, remote learning, multimedia.

INTRODUCTION

English teachers have always used some technologies because technology has opened up new and exciting possibilities. New technologies being introduced into education serve the increasing of the quality of the scholastic process and lead to positive results. The use of the technologies raises students' interest to studying foreign languages, forms their individual creative abilities and corresponding skills. Each student reveals his/her creative potential skills and gifts for work on his/her own.

In recent years with the development of media and computer technology, educators have begun to make use of interactive multi-media technologies to improve their teaching including language learning. This is particularly true in such English-speaking countries as Australia, USA, Canada, and the United Kingdom. Majority of the published research on the effectiveness of media and technology in language instruction is encouraging. Among other benefits, new technologies present opportunities to accomplish various instructional goals (e.g., integrated language skills, critical thinking, and cooperative skills). They may also be responsive to different learning styles (e.g., auditory, visual, tangible). The practice of incorporating multimedia and computer technology into language instruction opens up a new horizon for teachers of English language to improve the overall quality of language instruction.

In Uzbekistan, there is an increasing interest in the use of computers in language learning in class. However, the application of multimedia technology into English language teaching is not widespread due to various reasons. One is that teachers are still doubtful of its effectiveness in language learning. Other reasons stem from the fact that most teachers simply are unsure of how to incorporate technology into their normal language teaching.

As for learning "with" technology, it is referred to in terms such as cognitive tools and constructivist learning environments. In the broadest sense, cognitive tools refer to technologies, tangible or intangible, that enhance the cognitive powers of human beings during thinking, problem-solving, and learning. For example, today, computer software programs serve as exceptionally powerful cognitive tools. In the cognitive tools approach, media and technology are given directly to learners to use for representing and expressing what they know. In other words, learners learn language by designing instruction on their own with the help of software and computer technology. In doing so, learners are fully involved in the learning process. As a result, they tend to learn more about the content and develop their critical thinking and higher level learning ability. The cognitive rationale behind this approach is the Constructivist Learning theory. According to constructivism, a teacher cannot map his/her own interpretations of the world onto the learners because they do not share a set of common experiences and interpretations with learners. Cognitive tools help learners organize, restructure, and represent what they know.

LITERATURE REVIEW

As Perkins [1] maintains, knowledge is a process of design and not something to be transmitted from teacher to student. Thus, students should be engaged in designing their own multimedia. The process requires learners to transform information into dimensional representations, determine what is important and what is not, link the information segments by semantic relationships, and decide how to represent ideas. This is a highly motivating process. One of examples is a study on The Highly Interactive Computing Environments Group at the University of Michigan, who has developed a multimedia composition tool called Media Text. And the results of this research are encouraging. Such learning environment helps rid language learners' nervousness, which they usually have in a traditional class, bringing their initiative into full play.

All in all, fifty years of educational research indicates that media and technology are effective in language learning. Both learning "with" and learning "from" increase their performance. The modern communicatively approach teaching prepares pupils to use foreign languages in real-life conditions. Use of interactive multimedia technologies in communicative teaching foreign language considerably raises quality of giving material of a lesson and efficiency of mastering of this material by pupils. As practice shows, use and introduction of modern technologies, the multimedia equipment enriches the maintenance of educational process, raises motivation of pupils to learn English language and at the same time close cooperation between teacher and pupils is achieved. Multimedia technologies mean use of such audio-visual and interactive tutorials as:

- 1) Software (multimedia disks, presentations, audio and video clips, resources of the Internet);
- 2) Hardware (personal computer (PC), audio - video - equipment, multimedia projector, interactive board or smart board). [2]

Nowadays there is a set of multimedia tutorials, such as interactive courses «Tell me more», «English: a way to perfection», children's encyclopaedias (for example: «Encyclopaedia Britannica»), etc. They are calculated on training speech activities: reading, writing, listening, and speaking; they also contain explanation and repetition of a various grammatical material with corresponding tasks and exercises, as for independent training, and work in a group. If teacher can choose appropriate materials correctly necessary to pupils and use it in the form accessible to pupils, both pupils and teacher will benefit a lot.

METHODOLOGY

Many interactive software allow access to the sources located the Internet that helps pupils to understand and acquire a studied material more deeply.

For today the most universal mean of training are electronic interactive boards, for example SMART Board. Electronic interactive board is an effective way of introduction of the electronic maintenance of a teaching material and multimedia materials in teaching process. The lesson material accurately appears on a screen of an interactive board and aims each child to show fruitful activity. Thematic texts in English prepared in advance, training and verifying exercises, colourful pictures of various character, a material of English-speaking multimedia disks, audio - video data serve for introduction or activation of a material of a lesson, repetition or fastening of lexical units and grammatical structure of language, the control and self-checking of knowledge.

Interactive board allows to work without use of keyboard, "mouse" and computer monitor. All necessary actions can be made directly on the screen by means of a special marker or even a finger. The teacher does not distract from a lesson for carrying out necessary manipulations behind the computer. It positively affects quality of giving a teaching material.

Together with interactive SMART Board software called SMART Notebook is delivered. It allows to create records which can include various types of information (texts, videos, schemes, tables, signs, drawings). The Software possesses such possibilities:

- 1) In explaining a grammatical material (for example: drawing up various types of sentences) helps to allocate use of multi-coloured pencils to highlight main things, to direct attention to the use of the necessary form of a notional verb and a site auxiliary in the offer.
- 2) It is possible to embody ways of thought on the screen, to fix an operating procedure, and, if necessary, there is a possibility to return to the beginning of a statement or more difficult aspect of a material of a lesson (for example: a theme «the Difference in use and formation of tenses "Simple" and "Progressive").
- 3) Function "drag and drop" allows to move pictures and words into performance of tasks of type: "pick up a pair", "make a combination", "correlate" (unlike presentations of PowerPoint where all objects take places on places during creation, further arbitrarily cannot be changed).
- 4) On one slide it is possible to place some images of a lesson and to track a course of thoughts.
- 5) All material of the lesson with an interactive board can be kept in record and the teacher does not have necessity to write and create all anew. [3]

In the program there is a big collection of ready thematic pictures which also can be used at lessons of introduction, fastenings, activation and the control of all kinds of speech activity of the trained.

A variety of styles and dialogue and training at a lesson use of multimedia interactive technologies – all it enriches the lesson maintenance, accelerates its carrying out, raises interest to learn English language.

According to methodologists who studied application of multimedia in language teaching: Multimedia is the integration of more than one medium into some form of communication or experience delivered via a computer. Most often, multimedia refers to a computer-assisted technology that integrates media such as text, sound, graphics, animation, video, imaging, and spatial modelling into a computer system.

According to Jonassen & Reeves, there are two major approaches to using media and technology in schools: students learn "from" media and technology, and they learn "with" media and technology. Learning "from" media and technology is often referred to computer-assisted instruction.

The findings concerning the impact of computer assisted teaching in education can be summed up as: 1) Computers have positive effects on learning and are more motivating for students. 2) computer assisted teaching can fulfil a given set of educational objectives in less time than needed in more traditional approaches.

RESULTS AND DISCUSSION

According to the UNESCO's announcement education based on two main principles: "common education" and "lifelong education". This remind us a famous saying as "Live and Learn". Nowadays, we are living in the century of modern technology. It gives us a lot of benefits to live more comfortable. And distance learning is much more important in the pandemic time. As a result of COVID-19 all schools, colleges and lyceums, universities and also some work places start teaching, learning and working in the distance without going anywhere. Distance learning can increase opportunities for students across the globe, ensuring that students don't have to choose a school based solely on its location. And it has some useful sides like it's flexible, can save time and energy, study at own pace, saves money, etc. Let's see some useful sides.

Save time and energy: we save up a lot of time and energy on commuting. We can stay in one area and pursue a course that is available in other area. Or we might be based out of a remote village or town which does not have enough option for higher studies. Distance learning courses eliminate these obstacles.

Study at own peace: one of the biggest advantages of distance learning is that you can study at a peace that is comfortable for you.

Saves money: these courses are almost always cheaper as compared to their on –campus counter-parts. We also cut down on the costs incurred while commuting, etc.

So as to be with pace of globalization a distance learning has been presented for improving and upgrading younger members of our society to communicate in any foreign languages fluently. Distance education aims to deliver a qualitative education to students who are not able to be physically present on campus. It's a process in which with the help of modern technologies the essential training aids are sent to the learner by teacher although he is far away from the place where he studies. This system was firstly used in Europe after adjusting post offices by the end of the 18th century. Presently, distance learning uses emerging technologies to enhance traditional way of learning using satellite, computers, phone, the Internet, interactive videoconferencing and audio, distance learners can participate and share many different types of experiences.

Distance learning is categorized into 3 types:

1. Wide spread types of distance learning are internet and networking. It is not welcomed equally by everyone in society.
2. With the help of handouts. This means a teacher posts to the student training aids and the student studies on these materials.

3. Transferring signals TV set via satellite. It is seldom used because of high price and not having interaction with each other.

Distance learning also has some benefits and disadvantages. Advantages of distance learning is an individual student can have a chance to choose the speed of learning according to his situation and ability.

Freedom of scheduling. A student chooses the duration of trainings and subjects on his own.

He can study and work simultaneously by earning some money.

In spite of the location of the university a student can get qualitative education. It will give a hand to avoid the problems.

- The cost of distance learning is lower compared to a full-time education.
- There are two sides of a coin and there are some drawbacks of this system: not having personal communication. Lack of specific approach, sharing personal experience.
- Outcome is related to students' ability. Importance of own way of thinking, and independent style. Self-demanding may be a problematic issue of not catching up with other students.
- Not often, acquired knowledge may not satisfy the requirements.

CONCLUSIONS

To sum up, we have defined the convenience and the importance of distance learning. These possibilities are for improvement in the future. The technology will undoubtedly keep improving and the price on it will drop, as technology is prone to do once it comes into general use. Using multimedia technologies in the learning process can make the lessons very interesting, productive and effective. In one word, it is a powerful tool for language teachers. Despite of these good sides this method is not recommended during the primary years of children at school. This is probably because it is somehow difficult to conceive the future career only by listening lectures on certain topics. And practical experience is significant as well. That's why distance learning and traditional ways of studying can't separately be used on teaching.

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