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# Teaching A Foreign Language at A Technical University by Means of Distance Learning

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**Abstract:** This article contains the main directions of using distance technologies in teaching English to gifted students based on the strategy of expanding learning.

**Keywords:** Informatization of education, giftedness, gifted students, distance technologies, distance learning course, information and communication technologies, communication, foreign language, interactivity.

**Introduction:** In the era of global informatization and technocratization, employers are interested in a highly qualified specialist with fundamental knowledge of the scientific, technical and economic foundations of production, the basic principles of functioning of modern technological machines. At the same time, he must demonstrate literacy, logical speech, allowing him to consistently and reasonably defend his point of view, the ability to work in a team, establish contacts with the social environment, potential clients, investors. This in turn leads to the development of socio-economic, scientific and technical cooperation with foreign partners. In this context, higher education is called upon to form a specialist who is competent not only in a professional sense, but also in terms of implementing fruitful communication with representatives of other cultures based on dialogue and reasonable compromise. At the current stage of development of higher professional education, a foreign language is considered a mandatory component professional training of graduates and as an important prerequisite for successful human activity in the future.

The introduction of innovative educational technologies and modern technical means into the educational process increases the level and quality of foreign language training of engineering specialists, opens up

modern universal forms of professional education focused on the individual needs of each student and his specialization. One of these forms is distance learning, during which students and the teacher are spatially removed from each other, but at the same time they are in constant interaction, organized with the help of special techniques for constructing a course, trainers, simulators, forms of control, electronic testing systems, etc. This form of training has its own distinctive characteristics: interactive interaction of students and teachers during training; the presence of special materials intended for distance learning within a specific academic discipline; the predominance of self-control over control by the teacher. The organizational forms of distance learning in the process of mastering a foreign language are: lectures, practical training sessions, consultations, course and diploma projects. One of the main forms of obtaining knowledge, in this case, is independent work, designed to become a way of forming professional independence, readiness of the future specialist for self-education and continuous learning in the conditions of rapid updating of knowledge.

In the distance learning system, educational activities are carried out mainly through information technologies, which contribute to the assimilation of a much larger amount of material, qualitatively change control over the activities of students, while ensuring flexibility in managing the educational process.

Information and communication technologies also make it possible to organize all educational and methodological material and use it in foreign language classes, taking into account the differences in the rate of knowledge acquisition by students. Of all the variety of existing software packages for creating distance learning courses and websites, the Moodle system is of interest in the context of the stated problem. Its implementation allows individualizing and differentiating the process of mastering reading, listening, speaking and writing skills by students, simulating and modeling the processes or phenomena being studied; developing the ability to make optimal decisions in problem situations, visualizing educational information, monitoring with error diagnostics and feedback; implementing self-monitoring and self-correction of educational activities; optimizing study time by performing labor-intensive routine work with counting and calculations on a computer. Moodle provides the ability to design, create and subsequently manage various resources of the information and educational environment. The main content of the course in the Moodle system is divided into modules: a zero module, which includes elements common to the entire course, and thematic modules. The number

and content of thematic modules is modified depending on the course. When developing educational and methodological support for distance courses, it is necessary to plan the creation of educational complexes that make it possible to support the activities of students at all stages – from familiarization with theoretical material (zero module) to solving all kinds of professionally oriented problems. A specially developed educational and methodological complex based on the Moodle system should provide a full set of tools that allow individual training, provide all the necessary information support in accordance with the curricula, a system of final control measures, testing, self-testing, etc.

Various types of educational and methodological support for distance learning can be presented in four blocks. The first block includes components whose main purpose is to familiarize with the theoretical material for the relevant course (textbooks in printed or electronic form, audio and video materials). The first block also includes methodological recommendations for students and teachers. The second block of educational and methodological support is aimed at understanding and consolidating the theoretical material, monitoring knowledge on the topic covered. The component composition of this block is electronic multimedia textbooks on CD ROM or on the Internet, software and information systems for computer training and knowledge monitoring. They help to create communicative situations, automate language and speech actions; allow you to practice all types of speech activity and combine them in various combinations; contribute to the implementation of an individual approach and intensification of independent work of students. The third block, designed to form and develop practical skills, abilities, intuition of students, their creative abilities, accumulation of professional experience, may include remote access workshops, computer simulators. The fourth block contains packages of applied programs, scientific research, etc. They can be used by students to solve various problems on the subject of the complex, arising, for example, during course or diploma design. The use of distance learning in the course of foreign language training of a future specialist not only facilitates access to information and opens up opportunities for variability of educational activities, its differentiation and individualization, but also allows for a new way of organizing the interaction of all subjects of training, building an education system in which the student is an active and equal participant in educational activities. However, due to the specifics of the work on teaching foreign language communication, aimed at forming communication skills and abilities in conditions as close

as possible to the professional activities of future specialists, distance learning of a foreign language cannot completely replace live ("face to face") interaction between a student and a teacher.

In our opinion, the most rational is the combined use of distance learning and traditional practical classes in the classroom.

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