Methods And Means Of Distance Learning English For Graduates Of Secondary Schools With The Uzbek Language Of Instruction

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Annotation

In this article, one of the types of education currently in development is the distance education. The main content of the article is the role of distance education in the system of secondary education and the increasing attention to distance learning in our country. The introductory section comments on the concept of distance learning and distance education in our country.

In the main part, the history and stages of development of distance education in the system of secondary education are detailed, including foreign experience and the role of distance education in the system of school education in our country and the possibilities of distance learning in our country. It focuses primarily on distance learning technologies, distance education in the system of continuous education, means of distributing distance learning materials, distinctive features of distance learning, distance education modes and distance education models.

The concise section outlines the results of the experimental tests on the introduction of distance learning in the secondary education system. It is emphasized that distance learning is a form of effective learning for teachers and students in independent learning.

The distance education in our country is gradually improving, and its significance is increasing day by day. Conducting wide-ranging concrete measures in the country to create a healthy and comprehensively advanced generation, to realize the creative and intellectual potential of young people and also to create the necessary conditions and opportunities for bringing up the country's young men as comprehensively developed individuals who fully meet the requirements of the 21st century is one of the priorities of our state policy today.

Due to the education system, our young people are using the latest technologies to get the necessary knowledge. Gradual reforms in distance education are being implemented in our country. In order to create legal and regulatory framework for distance learning, a number of resolutions of the Cabinet of Ministers of the Republic of Uzbekistan, including the law "On Informatization", "On Further Development of Computerization and Introduction of Information and Communication Technologies", Cabinet of Ministers "On further development of computerization and information and

communication technologies On measures for the implementation of the law ", and a number of normative-legal acts. Resolutions and laws have been adopted and put into practice today.

Today, the term "distance education" is widely used. Distance education is the communication between the reader and the teacher using technical means (multimedia devices, the Internet, satellite communication channels) that allow remote interactive communication.

The concept of distance learning is often shaped in the minds of many in the university or other higher education institution. However, distance education is not only a system of higher education, but also a secondary education system, not a new concept. At the time of the development of present-day information technologies, attention to school distance education is gaining momentum as the first International Conference on Open Classes, launched in 1996 by the European Network of Distance Learning, began its work.[8]

Distance education has improved over the years. The first distance learning course is carried out with the help of correspondence, slowly progressing through audio-visual media, computer programs, the Internet. The developmental stages of distance learning can be divided into four main stages:

• The first phase (40-50 years of the 20th century). The emergence of distance learning is explained by the emergence of a variety of technical means, based on general "audiovisual" concept.

• The second stage (50-60th of the 20th century). Formation of Distance Education: Developing the concept of programmed learning, the general concept of "module", as well as through the introduction of a large-scale education through the "Learning Packages", the emergence of the first computer-based global network and the "European Distance Learning Organization".

• The Third Phase (70-80s of the 20th century) The development of distance learning: The emergence of the Internet has resulted in the processes of access to schools, colleges, universities and various computer programs.

• The fourth phase relies on modern technologies such as interactive video, teleconferencing, satellite television, unique information in various countries, and integration in the field of education, from the 1990s to the present and from the 1990s to the modern world of globalization and modern technology.

The history of secondary education, ie the distance from the school distance education, is not less than the distance learning of tertiary education. The distance education of this school also has a long history. The history of the distance education of the school is made by many scientists, including foreign scholars A.Amadco, A.Dodds, J.Jenkins, M.More, G.Kearsley.

The first distance education school has long history. In the past century, parents have been trained by using correspondence from their children who miss school lessons. For example, in the

15th century, Thomas Moren taught Thomas with his correspondence with his daughter after being thrown into jail by the British King Henry VIII. France has also been giving distance lessons so that students can not miss school lessons during the Second World War, and today CNED (National Center for National Education) is one of the world's leading organizations offering distance learning courses for all ages offers.[6]

In addition, in the 20th century, many emerging stages have emerged in many countries and various forms of school distance education have begun to emerge. [10] The first appearance of distance education in school education was started in 1906 by mail mails from the United States, and training in such countries as Australia, Canada, New Zealand, and for 10-20 years. These countries provide extensive experience in the education of pupils who are unable to attend school and distracting basic education.

A new look at the school distance education started with a 1910 film presentation in the United States.[9] That is, with the help of TV technologies, students are taught distance learning. Then, using distance learning technologies, the teaching programs of the Ohio School of the Air of 1923 and the Ohio School of Air in 1921 were launched, and these radio programs began to teach schoolchildren for a while. With the advancement of technology, attention to distance learning has increased. Starting in 1930, television programs for students in different countries have been broadcasted. According to Clark, these experiments were not entirely covered in the course. [5] By 1960, satellite-based instructional programs have been introduced to schoolchildren as another generation of distance learning, and these programs have been used to educate rural schoolchildren.[7]

Online training of schoolchildren is a modern form of distance education. For the first time in this way, the first time in 1991 began to be taught online programs developed by the Laurel Springs School private school in the United States. Berge and Collins point out that in addition to their traditional education in schools, "online classes" have been created using Internet technologies. [2] For the first time using these online tools, Utah Electronic High School has been teaching and slowly gradually increasing the number of remote schools. According to Clark, in the 2000-2001 academic year the number of students receiving distance learning was 40,000, 50,000, which is 0.001% of the total number of students. After 10 years, distance learning will be used in all states. According to the Ambient Insights, more than 4 million pupils in 2011 will be attending on-line classes, which makes up 6% of the total number of students in the 2010-2011 academic year. In the 2016-2017 academic year, more than 8 million students are enrolled in this form.

The US Department of Education in 1995 launched the "Star Schools" project aimed at teaching mathematics, literature and foreign languages. More than 6,000 schools in the project have

been trained on the basis of electronic technologies, multimedia tools and other software. Gradually, virtual schools have also started functioning in other states. Each school in East Dakota has a video network and has over 300 school sites.

In developing countries, a series of work has been done to train schoolchildren on a distance. In response to the "Worldwide Education for All" Education Conference in 1990, 9 countries have joined the E9 to develop and implement ICTs and achieve EFA goals. They regard remote education as a means of identifying problems in the system of secondary education. Five of these countries: large school and out-of-school education for schoolchildren have been developed in Bangladesh, Egypt, Indonesia and Mexico. In India and Pakistan, these projects are used exclusively for extracurricular activities. In China, only school-leavers have been developed, and students who can not attend school in Nigeria use this program. Although these projects constitute part of the mainstream education in the country, the outcome is remarkably positive.

These projects have been funded by the British Imfudo Project since 2000 and are donors to all ICT development projects in the secondary education system. There is a large database of school distance learning systems available on its website and enough information is provided for all partners.[3]

In Asian countries, attention to ICT grows every year, and distance learning is slowly growing. A number of major projects are being implemented by several developed countries and organizations: UNESCO, Bill and Melinda Gates Foundation, Intel, Canada International Development Research Center, Swiss Agency for Development and Cooperation, and Japan International Cooperation Agency.[4]

Nowadays, the use of distance learning in the system of education in the Asian countries has yielded a lot of effectiveness in many countries: SchoolNet Sri Lanka, SchoolNet India, Indonesia's Sekolah2000, [13] WAN Kota, [14] The ease of use of the school education system in Asia, SchoolNet Thailand, 16 South Korea's EDUNET, Malaysia SchoolNet, [18]. These schools pay special attention to teaching foreign languages, and various programs have been developed. There are also a number of distance learning sites (mooc.edu.uz), which are also available by UNESCO, where students have access to all the subjects they need.

Uzbekistan has also been highlighted by foreign scholars as one of the countries with the highest possible level of distance learning in the Asian state education system. Colin Latchemand Insung Jung point out that Uzbekistan, Kazakhstan, the Philippines and Indonesia have high potential for the introduction of distance education in the general education system. They believe that the emphasis on education in these countries is increasing day by day, and that 20% or more of the state budget goes to the education system because of the effectiveness of distance learning in school education. [4]

Moreover, it has been highlighted that in Asia, such countries as Cambodia, Laos, Thailand, Indonesia, Vietnam and Uzbekistan have increased their computer literacy by using modern information technologies. [4] This is evidenced by the fact that all schools in the Republic of Cyprus have computer equipment.

At the 30th Southeast Asian Ministerial Meeting of Education Ministers in 2007, officials and ministers of 41 different countries participated in the meeting and shared their experiences and proposals on "ICT introduction and use in schools". At this meeting, states suggested that the Smart School project was important in school education and agreed that it would be implemented until 2010. [22]

According to the Asian Development Bank, Kazakhstan, Kyrgyzstan, Uzbekistan, Mongolia and Tajikistan are among the countries that use modern information and communication technologies. UNESCO,

World Bank, UNDP and other organizations are implementing a wide range of efforts to provide Internet access and distance education in these countries.

From the experience of the world, various forms of distance learning are used in Uzbekistan's education system. Nowadays the distance education and retraining courses of higher education and cadres are widely used in our country. In our opinion, the systematic introduction of distance learning in our continuing education system will enable us to introduce a more effective education system.
(figure1)

In our opinion, it is necessary to begin work on attracting schoolchildren to distance learning as early as possible, from elementary school, children should feel the "taste" of distance education, get an insight into how they can open up their opportunities, expand their common horizons.

figure1
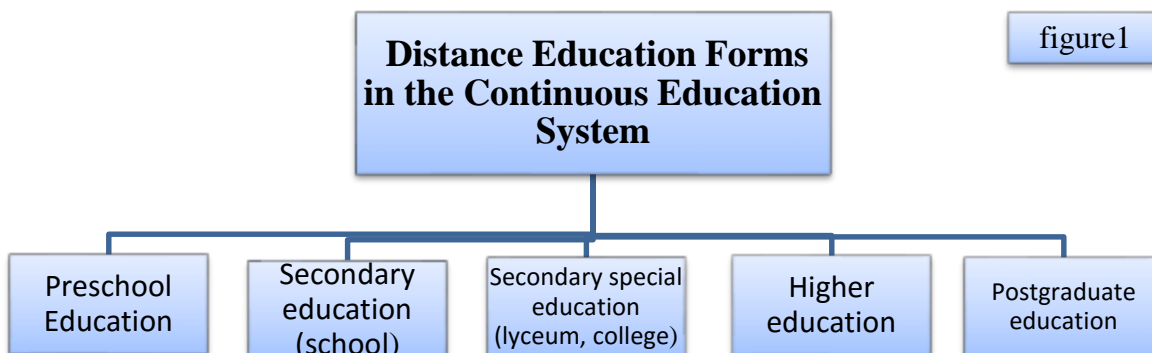
For the purpose of development of material and technical basis of distance education the state program on further strengthening of material and technical base of higher educational institutions of the Republic of Uzbekistan for 2011-2016 has been adopted and effectiveness

of realization of a number of programs on the basis of today is proved.

Many researchers note that at the present time there are insufficiently well-established and proven methods of organizing distance learning of English for schoolchildren. The available distance learning resources in the English language are imperfect and do not reflect the specifics of the learning activities of gifted students in mastering the content of a given subject, and the included controls assume only fixing the result without diagnosing the learning content learning process. In accordance with this, the development of a distance course in English becomes an urgent task. The program of distance learning of foreign language students must have several functions that will ensure interactivity:

- lessons-chats with a teacher;
- a forum where you can discuss various aspects of the topic, including with native speakers;

- Availability of developed creative tasks that require not only in-depth knowledge of the subject, but also the creative abilities of students;
- the possibility of checking written and oral assignments in the on-line mode;
- a report card built into the distance learning program that allows students to adjust their individual learning pace.

One of the key features of distance learning is that students with limited possibilities or who are unable to attend regular day-care schools for some reason will have access to quality education through distance learning. As an example, students who are inadequate knowledge or skills due to a lack of training in quality education in their own place (in remote villages) or lack of specialized teachers at schools.

	Graduates of general secondary education				
	2012	2013	2014	2015	2016
Republic of Uzbekistan	261,5	257,0	236,1	229,2	227,2
Republic of Karakalpakstan	13,8	13,6	13,9	13,9	14,6
Provinces					
Andijan	20,5	19,6	18,1	17,0	17,2
Bukhara	18,8	17,6	16,6	15,2	15,3
Jizzakh	13,2	12,4	11,5	11,7	11,8
Kashkadarya	30,7	30,8	29,0	29,4	30,0
Navoi	705	6,8	6,3	5,8	6,0
Namangan	18,0	17,2	15,3	15,2	14,1
Samarkand	40,8	36,7	34,0	32.7	34,0
Surkhandarya	27,8	25,1	22,8	21,8	21,7
Syrdarya	7,7	7,3	6,8	6,7	6,4

Tashkent	20,5	20,9	19,7	18,1	16.1
Fergana	24,8	31.6	25,7	25,0	23,1
Khorezm	17,4	17,4	16,4	16,7	16,9
Tashkent	-	-	-	-	-

Analysis of the content of research on the problems of distance learning organization shows that, despite the fact that distance education technologies are used at all levels of education, their active use in the secondary school is difficult.

A survey by us indicates that after school class, more than 81% of the total number of students were enrolled in higher education entrance exams. (Figure 2) As we can see, after school lessons, schoolchildren have the opportunity and the opportunity to get more lessons. If additional distance learning based on the school curriculum is based on the state education standards, it can strengthen the basic knowledge and help students acquire the skill and skill.
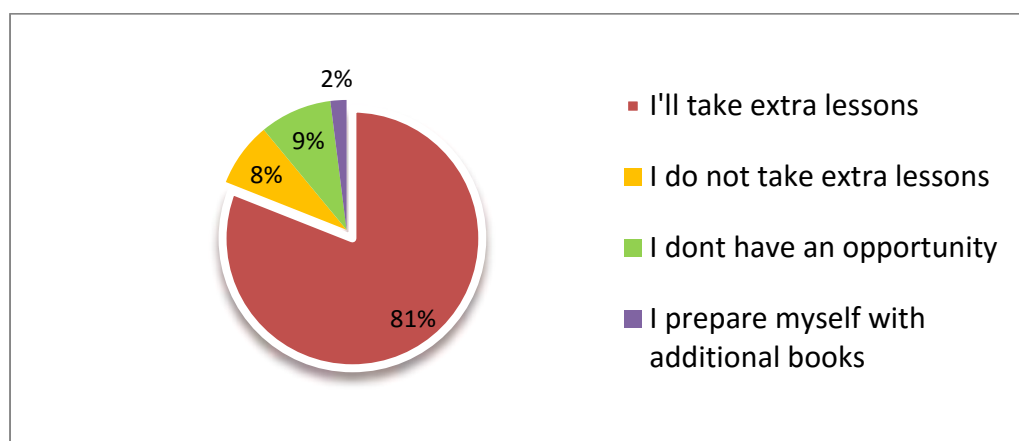

figure 2

In addition, many projects are currently being implemented in our country to improve the quality of education and control the level of knowledge and skills of the students. The educational institution, which is not equipped with modern educational laboratory equipment and multimedia equipment, is rarely found. It should be emphasized that during the development period, the distance learning technology has been formed in several stages, and each of the methods and tools of modern distance education has been successfully implemented.

In summary, distance learning is meant for every student to take into account the interests and abilities of the trainee. Different models of distance learning help to develop individual learning styles. It also develops skills for cultural development, socialization, independent creativity, and independent development. It should be noted that, if they are able to use the method and form of the distance learning method in the

learning process, their effectiveness will increase.

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