

THE ROLE OF REMOTE LEARNING

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Abstract. Recently we can see an increase in online learning because of the advancement in technology. This provides many individuals with the opportunity to fulfil their aspirations. Although it lacks face-to-face interaction and does not work with offline teaching materials, it does not lose its popularity among people all over the world because of the effective strategies used in it and opportunities for learners.

Keywords: remote teaching, foreign languages, technology, offline teaching, teaching materials, effective strategies, digital tools, access, interactive methods, communication.

MASOFAVIY TA'LIMNING O'RNI

Annotatsiya. So'nggi paytlarda texnologiyaning rivojlanishi tufayli tillarni onlayn o'qish ko'payganini ko'rishimiz mumkin. Bu ko'p odamlarning orzularini haqiqatga aylantiradi. Garchi u yuzma-yuz muloqotga ega bo'lmasa va oflayn o'quv materiallari bilan ishlamasa ham, unda qo'llaniladigan samarali strategiyalar va o'quvchilar uchun imkoniyatlar tufayli butun dunyodagi odamlar orasida mashhurligini yo'qotmaydi.

Kalit so'zlar: masofaviy o'qitish, chet tillari, texnologiya, oflayn o'qitish, o'quv materiallari, samarali strategiyalar, raqamli vositalar, kirish, interaktiv usullar, muloqot.

РОЛЬ ДИСТАНЦИОННОГО ОБУЧЕНИЯ

Аннотация. В последнее время мы наблюдаем рост онлайн-обучения благодаря развитию технологий. Это воплощает мечты многих людей в реальность. Несмотря на отсутствие личного общения и офлайн-материалов, онлайн-обучение не теряет своей популярности во всем мире благодаря эффективным стратегиям, используемым в нем и возможностям для учащихся. Ключевые слова: дистанционное обучение, иностранные языки, технологии, очное обучение, учебные материалы, эффективные стратегии, цифровые инструменты, доступ, интерактивные методы, коммуникация.

Ключевые слова: дистанционное обучение, иностранные языки, технологии, очное обучение, учебные материалы, эффективные стратегии, цифровые инструменты, доступ, интерактивные методы, коммуникация.

Introduction. Thanks to advanced technology, it allows people to achieve their ambitions. Because of the exact reasons, such as distance, quality and finance, people could not study in their desired universities. However, only technology itself has eased all of these. Even though there were universities relevant to their field in native countries, some students wanted to study at top universities in the world, for example, Webster, Westminster, Cambridge, Harvard or Oxford. The reason for this was distance (top universities were located abroad), quality (high-skilled professors conducted lessons) and finance (high cost of studying offline by attending classes physically). With the assistance of recent developments in technology, all mentioned obstacles have been removed. Not only has establishing online teaching through zoom or videoconferencing helped people to gain education, but it has improved overall quality of education systems in countries.

As for the limitations, there are two of them. The first one is a shortage of face-to-face interaction. The second one is not being able to use offline teaching materials for online one. Face-to-face interaction can be solved partially because of video conferencing tools. While online teaching, a teacher and students can communicate through video. We can call it face-to-face, too. The only thing is not being available physically in the classroom. When it comes to the second limitation, this issue has also been observed. Published and commercially available coursebooks have been found ineffective for remote language teaching. Even they are difficult to adapt for online teaching. Although both offline and online teaching materials must be meaningful, motivating, age-relatedly interesting and relevant to learners' needs, preference, expectation, style, objective, background and context, extra particular care should be taken while preparing online teaching materials as the materials ought to be easily accessible for students on their laptops.

Methodology and Results. Fortunately, the research has been conducted about the methodology of distance language teaching from 2011 to 2020 by Vorobel. He analyzed

197 studies according to types of approaches, context, languages and technologies. Based on the findings, mixed methods were mostly used, and others utilised either quantitative or qualitative methods. Course design, technology integration, and course delivery have been studied broadly, but evaluation and assessment have not. Therefore, these ones can be examples for future research directions. There is an increasing interest to study course development, implementation and language learning outcomes. In terms of technology, LMSs (Learning Management Systems), video conferencing tools and Web 2.0 applications have been used. Among effective strategies for teaching languages remotely, CALL (Computer-assisted language learning) can be a noticeable instance since it looks like the resources which learners use daily, such as recording one's voice or screen matching.

Discussion. Furthermore, an asynchronous learning can offer learners flexibility. They have a chance to work and study at the same time. Unlike, traditional classrooms, they do not have to be physically available in the class during lessons. They are able to schedule their studies based on their work. For example, if they are at work in the morning and afternoon, they will study in the evening or vice versa. As a result, students can develop learner autonomy and self-regulation at the same time. There is no need to mention that students can improve their listening and speaking abilities automatically because of online studying.

Theoretical background. The idea of teaching a language at a distance is far older than the software that now supports it. Correspondence courses of the nineteenth century, radio broadcasts of the interwar period and the educational television of the 1960s each rested on the same assumption: that instruction can travel further than the instructor. What separates contemporary practice from those earlier arrangements is interactivity. Earlier generations of distance provision transmitted content in one direction and left the learner to interpret it alone, whereas present-day platforms restore the dialogic dimension that language acquisition depends upon. Seen from the perspective of second language acquisition theory, this restoration matters a great deal. Interactionist accounts hold that learners advance when they negotiate meaning, receive feedback on their output and notice the gap between what they intended to say and what they actually produced. A recorded lecture cannot supply any of that; a moderated breakout room can. For this reason remote instruction should not be evaluated as a weaker copy of the classroom but as a distinct configuration of the same pedagogical variables input, output, interaction and feedback arranged through a different medium.

Three conceptual distinctions help to organise the field. The first separates synchronous from asynchronous delivery: the former preserves real-time negotiation, the latter privileges reflection and rehearsal. The second distinguishes fully remote programmes from blended arrangements in which digital and physical settings alternate. The third concerns the locus of control, ranging from tightly sequenced institutional courses to self-directed study supported by open resources. Most functioning programmes occupy intermediate positions on all three continua, combining live seminars with recorded input and allowing learners a measured degree of choice over pace. Describing a course in these terms is more informative than labelling it simply as online, because it reveals which pedagogical affordances the design has actually secured.

Digital tools and platform ecosystems. The technological layer of remote language teaching is best understood as an ecosystem rather than a single application. At its centre sits the learning management system, which holds the syllabus, distributes tasks, records submissions and stores grades. Around it cluster conferencing environments that host live interaction, collaborative writing spaces where drafts are produced and revised jointly, repositories of audio and video input, and tools for vocabulary consolidation built on spaced retrieval. Each element answers a different instructional need, and problems arise most often not from the quality of individual tools but from the absence of coherence between them. A learner who must consult four separate platforms to locate the week's work spends cognitive effort on navigation that ought to be spent on language.

Recent additions to this ecosystem deserve particular attention. Automatic speech recognition now permits immediate feedback on pronunciation, allowing learners to compare their own articulation with a model and to repeat the attempt without the social cost of doing so in front of peers. Adaptive sequencing adjusts the difficulty of exercises according to performance, so that a learner who has mastered a structure is not detained by further practice of it. Generative language models, meanwhile, can supply unlimited conversational partners for controlled rehearsal, though their use requires explicit guidance if learners are not to substitute machine output for their own composition. The pedagogical principle governing all of these additions is the same one that governs older technologies: a tool earns its place in a course only when it removes an obstacle the teacher could not otherwise remove.

Designing materials for online delivery. The observation made earlier that commercially published coursebooks transfer poorly to remote settings merits fuller treatment, because it points to a design problem rather than a defect of the books themselves. Printed materials assume a reader who can turn pages freely, annotate margins and glance sideways at a partner's work. A screen removes all three affordances. Long unbroken texts become fatiguing, instructions written for a teacher to paraphrase aloud arrive unmediated, and activities that depend on physical proximity simply cannot be performed. Adapting such materials therefore involves more than converting a file format; it requires segmenting content into shorter units, embedding instructions that stand on their own, and rebuilding pair work as tasks that a conferencing tool can actually host.

Several practical criteria follow from this. Materials for remote delivery should be legible on a small display without magnification, which constrains typography and the density of visual information. They should carry their own rubric, so that a learner returning to a task after an interruption can resume without asking for clarification. They should be accessible offline wherever bandwidth is uncertain, since a task that fails to load has no pedagogical value whatever its

quality. And they should incorporate a point at which the learner produces something visible a recording, a short text, a marked diagram because visible production is the only evidence of engagement available to a teacher who cannot observe the room. Materials that satisfy these criteria are frequently simpler than their printed equivalents, and the simplification is a gain rather than a compromise.

Teacher competences and professional development. Remote instruction redistributes the demands placed on the teacher. Subject knowledge remains necessary but is no longer sufficient, because much of the teacher's influence now operates through the design of the environment rather than through presence within it. Four competences recur in accounts of effective practice. The first is technical fluency adequate to the tools in use, including the capacity to recover quickly when something fails. The second is facilitation at a distance: allocating turns, drawing in silent participants and managing the peculiar rhythm of conversation mediated by a slight transmission delay. The third is the design of assessment that yields reliable information without physical supervision. The fourth, and perhaps the most demanding, is the deliberate construction of social presence the sense, on the learner's part, of being addressed by a person who notices whether they are there.

Institutions frequently attempt to build these competences through one-off training events, and the results are predictably modest. Sustained development works better when it is situated in the teacher's own course: a colleague observes a live session, the two discuss what happened, a single change is attempted the following week and its effect is reviewed. Communities of practice in which teachers exchange task designs and troubleshoot failures serve a similar function at lower cost. What distinguishes successful programmes is not the volume of training provided but the existence of a routine through which teachers can examine their own remote teaching and revise it.

Learner autonomy, motivation and engagement. Flexibility, discussed above as an advantage of asynchronous provision, carries an obvious corollary: the learner must supply the structure that the timetable formerly imposed. Autonomy of this kind is not a disposition that learners either possess or lack but a capacity that instruction can cultivate. Goal setting at the outset of a course, explicit training in study strategies, brief weekly plans and short reflective records all shift responsibility gradually from the teacher to the learner while keeping support available. Where such scaffolding is absent, the freedom to study at any hour resolves in practice into studying at no hour, and attrition follows.

Motivation in remote courses appears to depend heavily on visible progress and on social connection. Learners who can see what they have completed, and who receive prompt individual response to their work, persist markedly longer than those who cannot. Peer structures reinforce the same effect: small standing groups, collaborative products with shared authorship, and occasional informal sessions with no assessed outcome all reduce the isolation that remote study otherwise produces. Engagement should therefore be planned rather than assumed, and it should be monitored through participation data early enough for intervention to be possible.

Assessment and evaluation. Vorobel's review identified evaluation and assessment as the least investigated aspect of distance language teaching, and the gap is easy to explain. Assessing language remotely raises two problems simultaneously: how to elicit performance that genuinely represents the learner's ability, and how to be confident that the performance belongs to the learner. Proctoring software answers the second question at considerable cost to the first, since surveillance raises anxiety and anxiety depresses spoken performance in particular. A more productive response is to design tasks whose completion by anyone other than the learner is either difficult or pointless: personalised speaking prompts, staged writing in which drafts and revisions are both submitted, portfolios accumulated across a term, and short live interviews in which the examiner can probe an answer.

Formative assessment adapts to remote delivery more easily than summative examination, and it is arguably more valuable. Brief low-stakes quizzes that report immediately, comments recorded as audio rather than typed, peer review conducted against a clear rubric, and self-assessment checklists aligned to course objectives all provide information that learners can act upon while the course is still running. The evaluation of the course itself deserves equal care: completion rates, patterns of platform use, comparison of attainment with classroom cohorts and learner accounts of their experience together indicate whether a design is working. Collecting such evidence systematically is the principal route by which the research gap noted above will eventually be closed.

Barriers to equitable provision. Enthusiasm for remote instruction should be tempered by the recognition that its benefits are unevenly distributed. Access depends on a stable connection, a device suited to sustained study rather than a shared telephone, and a physical space in which concentration is possible. Learners in rural districts, in large households or in straitened circumstances may lack one or more of these, and for them the removal of geographical distance is offset by the introduction of infrastructural distance. Institutions that treat connectivity as a given reproduce inequality while believing themselves to be reducing it. Mitigation is possible: recording live sessions for later viewing, keeping file sizes small, permitting participation by audio alone, lending equipment and providing supervised study rooms all widen access at modest expense.

Two further barriers are less often discussed. The first is the cognitive cost of extended videoconferencing, which arises from continuous self-monitoring, reduced access to gesture and posture, and the effort of interpreting speech degraded by compression. Shorter sessions, deliberate breaks, tolerance of cameras being switched off and a sparing use of live delivery for material that does not require it all alleviate this. The second is the erosion of the boundary between study and the rest of life. When the classroom is a laptop on a kitchen table, work encroaches on rest, and sustained encroachment produces the exhaustion that shows up in withdrawal statistics. Clear expectations about response times and protected periods without scheduled contact are part of sound course design, not a concession.

Pedagogical implications. Taken together, the considerations set out above suggest a modest but coherent set of recommendations. Course designers should specify the delivery mode of each component deliberately, reserving live contact for interaction that genuinely requires it. Materials should be written for the screen from the outset rather than adapted from print under pressure. Platforms should be consolidated so that learners navigate one route rather than several. Assessment should be distributed across a term and designed so that integrity follows from the nature of the task rather than from surveillance. Teachers should be supported through continuing, situated development rather than isolated workshops. Equity of access should be verified empirically at the start of every course rather than presumed. None of these measures is technologically demanding; each depends chiefly on the willingness to treat remote provision as a design problem in its own right.

Conclusion. In conclusion, not only has online learning contributed to the fulfilment of people's aspirations, but also it has created a wide range of facilities to people. Admittedly, it has problems relevant to face-to-face interaction and teaching materials, its effective strategies can be dominant over them. With the support of technology, people can use flexible schedule and shape academic skills by online learning. In the future, it is advisable for curious researchers to conduct suggested researches to make a progress in this sphere.

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