The Use of an Integrative Approach in Teaching Foreign Languages in the Process of Distance Learning

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Abstract: The article deals with the issues based on the use of an integrative approach in teaching foreign languages. The reader's attention is drawn to the classification of types of distance educational technologies and special attention is paid to the most promising area of Internet technologies - electronic educational resources. An attempt is made to determine the features of the use of the integrative approach in the formation of foreign language communicative competence of students and to substantiate the levels of integration in the framework of teaching a foreign language. The author concludes about the possibilities and prospects of an integrative approach in order to improve the quality of language training in the process of distance learning.

Keywords: foreign language, integrative approach, language training, distance learning, techniques, education system

Teaching a foreign language has a long but rather controversial history, in which the debate about teaching methods and their effectiveness continues to this day. The emergence of new methods of teaching a language is associated with social, economic, political or educational conditions, with theoretical provisions (new changes in theories of language, a new psychological view of language learning), with practical experience, pedagogical intuition and the skill of foreign language teachers. The names of many methods (grammar-translation method, direct method, audio-lingual method, communicative teaching method, etc.) are well known. In the theory of teaching a foreign language, they are usually divided into reproductive and productive. Considered outside the educational context, they are often perceived as separate strategies or specific techniques for teaching a foreign language and are characterized by excessive attention to individual components of teaching and learning a language. This fact indicates that in educational practice, the use of different methods of teaching a language is often one-sided and fragmentary, and it is quite problematic to diagnose the effectiveness of their application.

So, due to dissatisfaction with the results of using reproductive and productive teaching methods, and, in particular, grammatical-translation and communicative-intercultural approaches, which considered teaching a foreign language only in one aspect: either from the point of view of mastering formal grammatical structures, or from the position development of communication skills of students, from the mid-80s of the XX century, a new modern integrative concept of teaching foreign languages and cultures begins to develop. Within the framework of an integrative approach, the task of holistic training of future specialists can be solved thanks to the technologization of the educational process, which implies a multi-level integration of academic disciplines, generalization of the experience of private methods, the results of the creative search of individual teachers and the merger of methods, forms and methods of organizing educational activities. In addition, the use of pedagogical technologies gives the learning outcomes a more sustainable effect and guarantees the achievement of certain quality standards in the education system.
Considering such concepts as "tradition" and "innovation", it is necessary to analyze the trends in the development of a foreign language in the past. After all, continuity in teaching foreign languages implies not only accounting, but also creative use of the positive experience of previous generations.

Over time, the traditions and innovations of teaching foreign languages have changed and that is why it is important to trace this "thread" of the development of specialist training in our country. Every teacher, scientist or any other person always relies on the experience of the past, this can happen both consciously and unconsciously. If a person does this unconsciously, then such adherence to tradition will be "blind" and the person runs the risk of making all the same mistakes that were in the past. If this is done deliberately, then there is a high probability that this tradition will lead to great knowledge and help to avoid all the mistakes that were made earlier. It is very important to study everything that was in the past in order to achieve the possibility of understanding the present and managing the future.

In the modern period of development of methods of teaching foreign languages, distance learning comes to the fore. The main problem, why distance learning methods began to develop, is the rapid dissemination of information and the great distance between those who want to learn and those who want to teach from each other. The difficulty of self-education, even using the best materials, without regular contact with the teacher, is obvious. Self-study of the English language practically does not bring results: the student can easily spoil his pronunciation, in an attempt to memorize words on his own, without the help of a teacher. Without systematic and effective feedback from the teacher, no courses or teaching materials will help you learn the language at the proper level.

That is why, in recent years, the world's leading educational institutions have started or are planning to open research in the field of distance learning of foreign languages, including such a popular language as English. Most of the methods presented on the Internet can be divided into two large groups: independent study of English using the materials provided and distance learning, by communicating with the teacher through modern communication means: webinars or 8-course conferences. People from different countries, located thousands of kilometers from each other, can freely communicate in real time with each other, thereby practicing and improving their knowledge of a foreign language.

Almost every second person spends most of their time on the Internet. We do everything on the Internet, make purchases, work, communicate, attend webinars and videoconferences, and study remotely in educational institutions [2].

Each teacher has to adapt to new trends and innovations in the development of both a person and society as a whole. It is very important that the teacher himself is well prepared and has professional autonomy.

Considering innovation in the training of specialists in the 19th century, three teaching methods can be distinguished:

1. Traditional learning goals that have been established from the past.
2. Modern approaches to motivate the learner.
3. Method of projects.

The overall effectiveness of distance learning English depends on several components:

- the use of the latest and classic pedagogical technologies;
- efficiency and feedback possibilities;
- the effectiveness of the lessons and the interaction between the student and the teacher;
- the effectiveness of the methods used and the professionalism of the teacher;
- personal motivation of the learner.
Thus, the quality of the knowledge gained and the overall success of distance learning always depend on the methodological quality of the materials used and the method of organizing classes [1, p. 46-54].

Technical solutions for distance learning

Currently available information technologies have at their disposal practically unlimited possibilities for processing, placing, storing and, which is very important for remote methods, for delivering any data, of any volume and at any distance. In such conditions, the main issue is the choice of the teacher and his organizational skills. This means: the very selection of material for assimilation, teaching methods and the general structure of the educational process. It is necessary to understand what kind of conceptual pedagogical methods underlie the construction of a distance learning course in English. Most often, all techniques share the following characteristics:

1. Learning in which the main load falls on the student. Independent work is focused on the formation of the necessary language skills and mastering different types of written and oral speech. Such distance learning presupposes good didactic material presented in a convenient and understandable way. This is a rather flexible way of distance learning - knowledge can be acquired when and where it is convenient for the student. He can read or listen to materials on the road or at home, during his lunch break or in a cafe.

2. The trainee must have some mandatory skills: he must be able to use a personal computer, popular programs for communication and training (Skype, Tell Me More system and others). The student must be proficient in different types of independent work: be able to work with electronic dictionaries and reference books, master search, study and introductory reading. Of course, with a well-designed English course, all the necessary materials are provided immediately, and questions and difficulties in training are resolved during consultations and feedback seminars.

3. Distance learning should not be passive. Very often, when studying, even in small groups of 2-4 people, learners behave passively. The teaching methodology involves the active involvement of students in cognitive activities, involving the acquisition of knowledge and the solution of numerous language communication tasks. Thus, training via Skype allows you to carry out various creative and scientific projects with the help of international organizations and direct native speakers of English.

4. The issue of control over the assimilation of acquired knowledge and the ability to apply it in various life situations is very important. Such reviews should be systematic and based on clear and regular feedback. There should be separate consultations where complex issues will be considered and the teacher will be able to adequately assess what is more difficult for the student. It is also worth using delayed control in the form of testing [2].

Any method of distance learning should always flexibly combine the systematic and operational interaction of a professional teacher and the independent cognitive work of the student. He can study, both according to the recommended literature, and according to independently found information on the network. It is considered a great way to test language skills by watching feature films and science broadcasts in English, possibly with subtitles turned off for the first time.

If the classes are not held individually, but in small groups, it is necessary to ensure the interaction of the group members within the framework of joint language projects, possibly with the participation of foreign native speakers. Usually they organize discussions, presentations, video seminars on certain topics.

Distance learning English always includes work with audio recordings. The method of working with audiobooks provides for the following stages of work:

- the student should concentrate on understanding the meaning of the audio book in general,
without trying to understand the entire text verbatim;

- the main attention should be paid to the correct pronunciation of English words;
- do not try to listen to the entire book in its entirety. It is better to break the lessons with an audiobook into five-minute segments and listen to each of them 2-4 times, until complete understanding and translation;
- regular classes will expand your vocabulary. However, it is worth checking the memorized words against an electronic or paper dictionary in order to exclude incorrect memorization of spelling [3].

Modern methods of distance learning in English and other foreign languages should always include the "three columns" of learning - obtaining information, independent work and control over the assimilation of the material. The teacher should concentrate his work on the principles of open interaction with the student and adjusting the training modules, depending on the student's success and goals. All the advances in computer technology and software are used for distance learning: audiobooks, online webinars, and personal communication via Skype and other online video chats. Language portals and the latest technologies offer the widest opportunities for students: you can study in small groups or individually, without leaving your home, receiving all the necessary materials to your email address or to the personal account.

References:


