

**METHODOLOGY OF TEACHING A FOREIGN LANGUAGE  
IN DISTANCE EDUCATION**

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**Annotation.**

The article examines the methodological foundations of teaching a foreign language in distance education, its specific features, and ways of effective organization. The research employs theoretical analysis, the comparative-typological method, and pedagogical observation. The author analyses the adaptation of the communicative approach, the blended model, and the flipped classroom model to the distance environment. It also highlights the possibilities of developing the four language skills — listening comprehension, speaking, reading, and writing — with the help of digital tools. Based on the research results, practical recommendations aimed at improving the quality of the educational process have been developed.

**Key words:** distance education, foreign language, teaching methodology, communicative approach, blended learning, digital technologies, language skill, interactive methods, educational platform, motivation.

**Annotatsiya.** Maqolada masofaviy ta'lim sharoitida chet tilini o'qitishning uslubiy asoslari, o'ziga xos xususiyatlari hamda samarali tashkil etish yo'llari ko'rib chiqilgan. Tadqiqotda nazariy tahlil, qiyosiy-tipologik metod va pedagogik kuzatuv usullaridan foydalanilgan. Muallif kommunikativ yondashuv, aralash (blended) va "ag'darilgan sinf" (flipped classroom) modellarining masofaviy muhitga moslashuvini tahlil qiladi. Shuningdek, to'rt nutqiy malakani — tinglab tushunish, gapirish, o'qish va yozishni — raqamli vositalar yordamida rivojlantirish imkoniyatlari yoritilgan. Tadqiqot natijalari asosida ta'lim jarayonining sifatini oshirishga qaratilgan amaliy tavsiyalar ishlab chiqilgan.

**Kalit so'zlar:** masofaviy ta'lim, chet tili, o'qitish metodikasi, kommunikativ yondashuv, aralash ta'lim, raqamli texnologiyalar, nutqiy malaka, interfaol metodlar, ta'lim platformasi, motivatsiya.

**Аннотация.** В статье рассматриваются методические основы обучения иностранному языку в условиях дистанционного образования, его специфические особенности и пути эффективной организации. В исследовании использованы теоретический анализ, сравнительно-типологический метод и педагогическое наблюдение. Автор анализирует адаптацию коммуникативного подхода, смешанной (blended) модели и модели «перевёрнутого класса» к дистанционной среде. На основе результатов исследования разработаны практические рекомендации по повышению качества образовательного процесса.

**Ключевые слова:** дистанционное образование, иностранный язык, методика обучения, коммуникативный подход, смешанное обучение, цифровые технологии, речевой навык, интерактивные методы, образовательная платформа, мотивация.

### **Introduction**

The digital transformation taking place in the global education system is having a profound impact on the form and content of pedagogical activity. Globalization processes, the growing demand for multilingual specialists in the labour market, and the rapid development of information and communication technologies have made foreign language learning more relevant than ever. Resolution of the President of the Republic of Uzbekistan No. PR-2909 of 20 April 2017 “On measures to further improve the system of learning foreign languages” [1] established new quality requirements for foreign language education in our country. At the same time, distance education has evolved from a mere supplementary option into a full-fledged, independent form of learning. This shift accelerated in particular during the 2020 pandemic, when many higher and secondary specialized educational institutions were compelled to move the learning process online within a short period.

However, practice has clearly shown that the direct transfer of methodological approaches tested in the traditional classroom to the distance environment does not produce the expected results [2]. Teaching a foreign language differs from other subjects by its communication-based nature: the learner’s active speech activity, live interaction, and constant feedback are of decisive importance. For this reason, there arises a need to develop and substantiate a specific methodological model for language teaching in a distance setting. The purpose of this article is to provide a theoretical examination of these methodological foundations and to offer practical recommendations for effective teaching.

**Research methodology.** This study employs theoretical analysis, the comparative-typological method, and pedagogical observation. Domestic and foreign scholarly literature on the topic, normative-legal documents, and the practical experience of modern online learning platforms have been examined.

### **Main Body**

#### **Theoretical and methodological foundations of the study**

Distance education is understood as an organizational-pedagogical system in which the teacher and the learner are separated spatially and often in time, while their interaction is carried out through information and communication tools [3]. C. White, who has studied this area within the theory of language teaching, emphasizes that the learner’s autonomy and self-regulation skills occupy a central place in the distance environment [5]. R. Hampel and U. Stickler have substantiated that online language teaching requires the teacher to possess not only traditional methodological knowledge but also digital literacy and the ability to manage virtual communication [6].

In the general theory of foreign language teaching methodology, including in the research of J. Jalolov, the communicative orientation of the learning process is recognized as the leading principle [2]. This principle does not lose its force in the distance setting; on the contrary, it calls for the search for new tools and forms of its implementation. As J.C. Richards and T.S. Rodgers have noted, a method is the integral unity of approach, design, and specific techniques; therefore, it is natural for techniques to be reconsidered when the environment changes [3]. H.D. Brown also specifically notes that, alongside the adaptability of the environment, it is necessary to take the learner’s individual characteristics into account when developing communicative competence [4].

#### **Specific features of teaching a foreign language in a distance setting**

The specificity of distance language education can be shown in several respects. First, the mediated nature of communication: live interaction between the teacher and the learner takes place through a screen, which leads to the partial loss of paralinguistic (extra-linguistic) factors such as gestures and facial expressions [6]. Second, the learning process can be conducted in asynchronous (not coinciding in time) and synchronous (real-time) forms, each with its own methodological requirements. Third, the volume of the learner's independent work increases considerably, and therefore the learner's intrinsic motivation and self-regulation skills directly affect the learning outcome [5].

Motivation, in particular, is the most delicate point of distance education. Since the natural social control and group influence of the classroom environment are weakened, retaining the learner's attention and ensuring their activity require special methodological skill from the teacher. As Dörnyei and Ushioda have noted, in order to sustain motivation in a distance environment, it is important to reveal the practical significance of tasks, to encourage small-step successes, and to turn the learner into an active participant in communication [8].

#### **Modern teaching methods and models**

The approach found most effective in the distance setting is the communicative method [3; 4]. Its essence lies in directing the learner not toward the rote memorization of grammar rules but toward using the language as a real means of communication. In the online environment, this approach is realized through tasks performed in pairs and small groups (breakout rooms), situational communication, role-plays, and project-based work [9].

The following models work well in practice. Blended learning combines synchronous online lessons with asynchronous independent work; the learner masters the theoretical material independently, while the live lesson focuses on practical exercises [7]. In the flipped classroom model, familiarization with a new topic is carried out before the lesson through video and text materials, and the lesson time is devoted to communication and consolidation [10]. The microlearning approach mitigates the problem of attention dispersion in the distance environment by presenting material in small, logically complete portions.

#### **Developing the four language skills**

The ultimate goal of language teaching is the balanced development of the four language skills — listening comprehension, speaking, reading, and writing [4]. In the distance environment, each of these skills is formed with the help of appropriate tools.

For listening comprehension, audio and video podcasts, authentic materials (news, interviews), and interactive listening exercises create broad opportunities. The speaking skill is practiced through interaction in synchronous video lessons, voice message exchange, and speech recognition programs; this enables the learner to monitor pronunciation independently [11].

The reading skill is developed with the help of digital texts, e-books, and platforms that provide dictionary support. The writing skill, in turn, is formed through collaborative writing in shared documents, forum discussions, and online essay assignments. Since modern platforms make it possible to provide rapid feedback on written work, the process of working on errors is considerably accelerated [9].

#### **The use of digital tools and platforms**

The technological foundation of distance language education consists of learning management systems (Learning Management System — LMS, such as Moodle), videoconferencing services, and applications specialized in language learning [9]. When selecting these tools, the teacher must pay attention to their didactic appropriateness: technology is not an end in itself but a means serving to solve a methodological task. As G. Stockwell has noted, inappropriate and excessive use of a tool can distract the learner's attention from the main learning objective [11].

### **Main problems and ways to solve them**

Research and practical observations have made it possible to identify a number of problems in distance language education. These include a lack of live interaction, a decline in learner motivation, technical failures, and difficulties in objectively assessing achievement [6; 9]. An effective way to alleviate these problems is the thorough design of the learning process, the provision of constant and clear feedback, and the introduction of tasks that encourage cooperation among learners. In assessment, giving preference to formative methods — that is, those that regularly monitor the learner’s achievements and shortcomings during the course of the learning process — helps to reflect achievement fairly [10].

### **Conclusion**

The analysis conducted has shown that teaching a foreign language in distance education requires not a radical abandonment of traditional methodology but its creative adaptation to the new environment. While communicative orientation remains the leading principle, the tools for its implementation are enriched by digital possibilities. Models such as blended learning and the flipped classroom combine synchronous and asynchronous forms, making it possible to ensure both the learner’s autonomy and communicative activity at the same time.

At the same time, the success of distance language education largely depends on the teacher’s methodological skill, the learner’s intrinsic motivation, and the degree of didactically appropriate use of technologies. For the systematic introduction of distance foreign language education in the education system of Uzbekistan, it is necessary to improve teachers’ digital competence, adapt electronic learning resources to national requirements, and create quality control mechanisms. In future research, the possibilities of artificial intelligence-based tools in language teaching and the empirical assessment of their effectiveness remain a promising direction.

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