INNOVATIVE WAYS OF ORGANIZING DISTANCE COURSES IN A FOREIGN LANGUAGES

Sattarov Utkir Urazalievich

Phd of Samarkand State Institute of Foreign Languages

Abstract: In the context of socio-economic and political development, the importance of a foreign language as a means of intercultural communication is currently increasing. In this regard, improving the quality of professional competence of a German language teacher becomes an urgent need. In the article, the authors describe one of the popular types of educational services of the German Cultural Center named after. Goethe on the development and maintenance at a high level of language competencies of teachers and teachers of the German language - language distance courses, analyze in detail the principles of their organization.

Key words: Teaching foreign languages, distance learning, teacher training, electronic educational resources.

In modern society, more and more attention is paid to knowledge of languages. A highly qualified specialist today must speak at least two foreign languages. If a few years ago, higher education at a state university and knowledge of the English language guaranteed a graduate a job in a prestigious company, then in modern conditions the situation has changed somewhat. More and more specialists with work experience are experiencing difficulties in finding a decent job. Learning a second foreign language can increase your chances of finding a job after graduation. German is still one of the most popular foreign languages after English.

In connection with the above, universities are placing fundamentally new requirements for the formation of the language competence of future specialists. The methods that have been used in recent decades do not provide effective mastery of foreign languages in a short time, so the teacher needs to constantly improve his qualifications. Along with mastering modern teaching methods, it is also important to maintain the teacher's language competence at the proper level.

Activities of the German Cultural Center named after. Goethe in Tashkent is precisely aimed at popularizing the German language abroad and strengthening international cooperation in the field of culture. In Uzbekistan, the center promotes the study and teaching of the German language as an essential means of communication and mutual understanding, strengthening favorable attitudes towards Germany. At the same time, modern forms of teaching are being introduced and pan-European initiatives aimed at introducing several foreign languages into educational practice are supported. The center provides schools and universities with distance courses that will serve as additional support in improving the quality of foreign language teaching. The range of distance courses is quite wide.

One of the most popular among teachers and instructors is the distance language course "Deutsch für Lehrer", the main goal of which is the further development of the teacher's foreign language competencies. The relevance of online courses to improve language skills is caused by several factors. To put it mildly, a German language teacher does not have the opportunity to practice his foreign language every day. Not every teacher and university lecturer can afford an internship or a tourist trip to the country of the language being taught. In addition, due to the pandemic, additional restrictions have arisen today.

The online course has undeniable advantages. Like any other distance learning product, the course provides the opportunity to study at a time convenient for the student and learn at his own pace.

An integral part of the language course is intensive tutor support. The tutor's qualifications, in turn, include special knowledge on relevant topics and digital competence, the ability to self-organize and motivate others, the ability to respond correctly to errors and professional knowledge of the German language [2]. Experienced online tutors help you cope with difficulties in completing the course, monitor the completion of assignments, write feedback on individual assignments, and organize work on mistakes. It is important to note that the tutor is also a consultant and facilitator (provides psychological support, motivating students). The tutor explains how to use educational strategies in learning a foreign language remotely in order to make this process most effective, helps to make a choice in using a number of effective cognitive strategies, and choose the optimal algorithm for completing the task.

Since a distance course, unlike face-to-face practical classes and seminars, is not tied to a specific location, teachers and instructors are trained in each course. This promotes networking and exchange of experience with colleagues. Regarding social interaction during the distance course, it should also be noted that participants are given the opportunity to discuss different points of view on the content of the modules, the tutor motivates the discussions. During joint training, course participants support each other and help colleagues. A significant part of the task is structured in such a way that the result is achieved only through joint activities in working groups. This feature of the course design undoubtedly activates social interaction.

It is known that the main component of the content of teaching a foreign language is not the basics of science, but methods of activity - teaching various types of speech activity: speaking, listening, reading and writing. This is the specificity of a foreign language as a subject. Academician L.V. Shcherba points out that "teaching a foreign language is learning a certain activity and the peculiarity of the subject is expressed in the mastery of speech, communication, in the formation of speech-thinking activity" [3,p.12]. This distinctive feature in foreign language teaching was taken into account in the development and implementation of the distance learning course "Deutsch für Lehrer". The course consists of six modules: "Gestern und heute (Leben in Großstadt)", "Kochen, Krimis und Co", "Mahlzeit", "Das perfekte Dinner", "Die jungen Alten", "Das Mehrgenerationenhaus". Each of these modules is designed in such a way that students train skills in all types of speech activities: reading, speaking, listening and writing [1].

The authors of the course have created a specific language environment with specially developed educational materials and a set of tools to improve the language competence of participants. By the learning language environment of a distance course, we mean a virtual environment with specially created communicative situations that encourage students to solve assigned communicative tasks. These tasks are contained in the assignments of each module. Successfully solving a communicative task (for example, formulating your arguments in a discussion, interviewing a colleague, writing a blog post, understanding a video interviewing passers-by in a German city, finding the necessary information on the Internet) is focused on the success of students, and not on the development of formal literacy. In turn, all exercises contained within the module provide course participants with the necessary language tools and speech skills.

Let's take the first module "Gestern und heute" as an example. At the beginning of the module, the objectives and overview of all tasks are presented, indicating the types of activities and the

time required to complete each task. This overview helps course participants navigate the module and rationally distribute their study time. The objectives of the module are described in the form of specific operations: "Students can describe the differences in everyday life yesterday and today," "Students are proficient in the Präteritum form, as well as other past tense forms to describe life in the past and modern life."

It should be noted that the structure of the module is similar to the stages of lesson planning. At the motivation stage, participants are asked to create an associogram based on a photograph of a modern city using the vocabulary of the thematic block. The subsequent task is to formulate assumptions about what the same city looked like fifty years ago, in the forum. Moreover, the task itself contains instructions on the need to write at least two comments to the written statements of colleagues. Thus, the task itself leads students to cooperate with each other, thereby achieving the implementation of the principle of interactivity. The next few tasks are aimed at developing grammatical skills. It should be emphasized that each of these tasks was developed using various tools of the Moodle learning platform: test, blog, questionnaire, wiki. The content of the module is not limited to sequential execution of exercises. All exercises prepare students to complete a communication task at the end of the module, the result of which will be presented during the virtual session. The tasks are aimed not so much at familiarizing students with language material (phonetics, graphics, vocabulary, grammar), but at activity, solving communicative problems using a foreign language [1]. In the first module, students are asked to describe the working day of a person who lived a hundred years ago. To complete this assignment, course participants are independently divided into groups using a survey tool. Each working group then collaborates to produce a written text on a separate Etherpad page. During collective interaction, group members distribute roles and agree on the form and method of presenting their product during an online session. Like other modules, the described thematic block ends with a virtual session moderated by a tutor.

Being one of the effective and accessible types of educational services of the German Cultural Center. Goethe's support in improving the quality of teaching a foreign language, distance language courses are popular among the target audience and always remain in demand. Teachers are given the opportunity to complete online courses in parallel with their professional activities. The content of this educational product consists of a variety of methods, relevant authentic materials, distance learning tools that correspond to the objectives of the tasks, which, without a doubt, contributes to the progress, training and improvement of the language competencies of teachers.

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