Modern Methods of Organizing Distance Education

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" Our children should be well educated,
stronger, more clever and of course, happier than us"
(I.A.Karimov)

Abstract: In the past period, the Uzbek and English languages are developing day by day. By implementing consistent reforms in Uzbekistan, practical steps are taken toward the formation of national information system, mass implementation of use of modern information technologies, computers, telecommunications in all areas of social life.

Keywords—claster innovation, technology, information system, grammar translation method, direct approach, reading approach

Introduction

By claster innovation technologies we can teach our future generation. By this technologies we can get great success.Nowadays we have many opportunities to teach pupils by new innovative technologies. By this we can get a lot of successes, then our future life will be great. The first President of the Republic of Uzbekistan I.A.Karimov said that " Today it is difficult to revalue the importance of knowing foreign languages for our country as our people see their great prospereous future in the cooperation with foreign patterns" . That' s way knowing foreign languages has become very important today.Uzbekistan is called young state because the youth is a half of its population. Uzbekistan pays special attention to the younger generation and it will be strengthened year by year. All the doors to open the youth are open if they want to develop their knowledge they may go to any foreign country to study to improve their knowledge. All opportunities are given for the youth. First of all for developing pupils' knowledge teachers' role is very important. They should teach pupils by innovative technologies. Teachers should attract pupils.

As teachers and teacher trainees develop and carry out classroom techniques, they can benefit by grounding everything they do in well-established principles of language learning and teaching. In so doing, they will be less likely to bring
a prepackaged – and possibly ineffective – method to bear, and more likely to be directly responsive to their students' purposes and goals. In addition, as language teaching course materials are currently based on content-based or theme-based syllabi, some students may find the topics dull, strange, or meaningless; whereas others find it enjoyable, familiar or interesting. Therefore, it is usually necessary for the teacher to evaluate and adapt the materials according to his/her   class.
Importance of the innovative technologies of teaching foreign languages. Teaching method is way of presenting instructional materials or conducting instructional activities. Teaching method to be used depends largely on the information or skill that is being taught, and it may also be influenced by the aptitude and enthusiasm of the students. It refers to how you apply your way of teaching approaches to your day to day instruction in front of your students.
Methods of language teaching include:
1.Grammar-translation   approach   2.Direct   approach 3.Reading approach 4. Audio Lingual method 5. Community language learning 6.Suggestopedia 7. The silent way 8. Total physical response 9.The natural way 10.Communicative language teaching.
Grammar-Translation Approach. In this method, classes are taught in the students' mother tongue, with little active use of the target language.
Vocabulary is taught in the form of isolated word lists.
Elaborate explanations of grammar are always provided.
Grammar instruction provides the rules for putting words together; instruction focuses on the form and inflection of words.
Little attention is paid to the content of texts.
Drills are exercises in translating disconnected sentences from the target language into the mother tongue, and vice versa.
Little or no attention is given to pronunciation.
Direct Approach. This approach was developed initially as a reaction to the grammar-translation approach in an attempt to integrate more use of the target language in instruction.
Lessons begin with a dialogue using a modern conversational style in the target language.
Material is first presented orally with actions or pictures.
The mother tongue is never used. There is no translation.
The preferred type of exercise is a series of questions in the target language based on the dialogue or an anecdotal narrative.
Reading Approach. The Coleman Report in 1929 recommended a reading-based approach to foreign language teaching for use in American schools and colleges. This emphasized teaching the comprehension of texts. Teachers taught from books containing short reading passages in the foreign language, preceded by lists of vocabulary.(.....)

-The approach is mostly for people who do not travel abroad for whom reading is the one usable skill in a foreign language.

-The priority in studying the target language is first, reading ability and second, current and/or historical knowledge of the country where the target language is spoken.

-Only the grammar necessary for reading comprehension and fluency is taught.

-Minimal attention is paid to pronunciation or gaining conversational skills in the target language.

-From the beginning, a great amount of reading is done in L2.

-The vocabulary of the early reading passages and texts is strictly controlled for difficulty.

-Vocabulary is expanded as quickly as possible, since the acquisition of vocabulary is considered more important that grammatical skill.

-Translation reappears in this approach as a respectable classroom procedure related to comprehension of the written text.

Community language learning (CLL). This approach is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages.

The learner is not thought of as a student but as a client.

The instructors are not considered teachers but, rather are trained in counseling skills adapted to their roles as language counselors.

The language-counseling relationship begins with the client's linguistic confusion and conflict.

The aim of the language counselor's skill is first to communicate an empathy for the client's threatened inadequate state and to aid him linguistically.

Then slowly the teacher-counselor strives to enable him to arrive at his own increasingly independent language adequacy.

This process is furthered by the language counselor's ability to establish a warm, understanding, and accepting relationship, thus becoming an "other-language self" for the client.

Innovative Technologies in Foreign Languages.

To help make learning a foreign language not seem as alien and distant from us, the term ' Foreign Language' should be used to further emphasize that we are connected rather than separated. Technology is a very effective tool to teach, it can provide authentic sources of language while also teaching students to use technology efficiently and effectively, both very essential tools for lifelong learning. There are 10 important reasons why teachers need to implement and use technology in Foreign Language teaching:

Students are accustomed to technology and very technological literate.

Students have different learning rates and styles, technology helps teachers reach all students in different ways.

Students become more relatable to the curriculum outside of the classroom.

Technology involves students with interactional activities, exchanges, gathering, and problem-solving.

Students become active participants of the information age.

Students are more motivated to learn using the different aspects of technology.

Notable methods include the sole use of the foreign language in the classroom: a modular approach to teaching in which pupils are grouped according to proficiency level and project-oriented learning that emphasizes the use of authentic materials through technology and integrates learning about English-speaking countries with language and content learning. Pupils who have difficulties in one or more of the language systems – reading, writing, especially, spelling and grammar, listening, speaking, - may experience problem learning a foreign language in school. The degree of difficulty a pupil is likely to experience depends, to a large extent, on the nature and severity of her/his language problems in reading, writing, listening, and speaking. Pupils who have moderate to severe difficulties in most or all of these language systems in the native language classrooms that emphasize an oral communication approach. Language problems can range on a continuum from mild to moderate to severe. Pupils who have difficulties learning a foreign language are sometimes referred to as " at-risk" because of their struggles in the regular foreign language classroom. Some of these pupils may have been classified by the school as having language learning disabilities or dyslexia. So teacher should find effective way to teach them. It is the main duty of teachers

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