# POSSIBILITIES OF DISTANCE LEARNING TECHNOLOGIES AS A MEANS OF FOREIGN LANGUAGE LEARNING MOTIVATION AMONG STUDENTS OF ECONOMICS

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# ВОЗМОЖНОСТИ ДИСТАНЦИОННЫХ ОБРАЗОВАТЕЛЬНЫХ ТЕХНОЛОГИЙ КАК СРЕДСТВА МОТИВАЦИИ К ИЗУЧЕНИЮ ИНОСТРАННОГО ЯЗЫКА СТУДЕНТОВ ЭКОНОМИСТОВ

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*Abstract.* The purpose of this paper is to examine global trends in higher education. A focused examination of the distance learning facilities as a means of raising academic motivation facilitates the identification of some of the issues confronting the process of training economists in Uzbekistan in general, and foreign language proficiency in particular. Motivation plays a vital role in learning. It helps to energize the behavior of the individual, to acquire knowledge, to direct the activity of a student towards specific goals; to develop socially important abilities and qualities, to improve performance, and to form a sense of discipline. Defining distance learning as a way of providing learning opportunities that is characterized by the separation of teacher and learner in time or place, the authors point out the use of a variety of distance learning technologies. The aim of the article is to find out how the advantages of distance learning technologies could conduce enhancing students' motivation to learn.

*Аннотация.* Целью данной статьи является изучение мировых тенденций в высшем образовании. Целенаправленное изучение возможностей дистанционного обучения как средства повышения академической мотивации помогает выявить некоторые проблемы, с которыми сталкивается процесс подготовки экономистов в Узбекистане в целом, и владение иностранным языком в частности. Мотивация играет жизненно важную роль в обучении. Помогает активизировать поведение человека, получить знания, направить деятельность обучаемого на достижение конкретных целей; развивать социально важные способности и качества, повышать успеваемость и формировать чувство дисциплины. Определяя дистанционное обучение как способ предоставления возможностей обучения, который характеризуется разделением преподавателя и студента во времени или месте, авторы указывают на использование различных видов технологий дистанционного обучения. *Цель статьи* — выяснить, как преимущества технологий дистанционного обучения могут способствовать повышению мотивации студентов к обучению иностранного языка.

*Keywords*: foreign language learning, distance learning technologies, information technology, learning language aims.

The higher education system in Uzbekistan faces an up to date problem of training competitive specialists with new economic thinking, the implementation of which in practice would ensure Uzbekistan's entry to the world economic scene. These goals that at this stage of development and the conquest for the new status in the global market there is a great demand for specialists who can not only develop the domestic market and expand its infrastructure and work in foreign markets, establish economic ties, improve the competitiveness of Uzbekistan producers. All these changes are placing greater demand for the level of training of qualified specialists with knowledge within the global economic space, able to carry out professional activities, both at the national and international level [1–6]. Teaching is not all about how to make students master the subject and get high scores. It is also an effort to make a better world and to drive students to be much better citizens for the world. Seeing the current condition of the world, educators should show their social responsibilities to build it and to solve the global problems as well as to use education to foster peace and mutual understanding among people and nations. This turns to be a challenge for all educators including English language educators to transform their teaching and learning process into a process which does not only focus on equipping students to be successful learners of the target language or proficient speakers of certain languages. More than that, English teachers should be able to equip students to be more understanding and showing more respect to their surroundings. This article aims at analyzing and explaining how to integrate education which focuses on global issues and problems into English Language Teaching.

The solution of modern problems of providing e-learning in the context of preventing the spread of a new coronavirus infection is based on the further development of distance educational technologies at the Tashkent State University of Economics. Taking into account the resource provision of the electronic information and educational environment of TSUE and additional services, the aim of the study is to determine the factors of the development of students' motivation in the format of distance learning. To solve psychological and pedagogical problems, we would like to identify the components of the development of motivation for successful educational and professional activities of students in the information sphere.

The article presents the results of our research on the systematization of factors that influence the choice of a future profession by bachelors in the context of the formation of the digital economy. All teachers of our department, using electronic resources and services of the university, strive to help students in difficult situations of professional self-determination, provide professional guidance to high school students, and contribute to improving the system of professional training of future bachelors and their professional election. In the modern conditions of e-learning, solutions to problems related to the problems of unsuccessful teaching, identifying individual causes of poor performance in distance learning, and studying students' satisfaction with the electronic education process are relevant; development of psychological and pedagogical technologies for the development of students' motivation to overcome the difficulties of the information and communication era.

On-line distance learning has become one of the potential commercial trends in using Internet resources and a vital element of the state policy. It is the sphere of education where information technologies have gained the highest efficiency in social and economic terms. Modern technologies provide access to the best educational resources for unlimited number of users. Distance learning as a form of education will be in demand, and, therefore, will find its place in the market of education

services, acquiring new capabilities and variability with the development of information and educational technologies. The use of information-communication technologies opens for teaching staff and students unlimited opportunities.

The results of our research proved that proficiency in English language is a surety for success in today's world. Effective communication is the most important factor when seeking placements. With great changes in the current requirements and the need for chiseled skills in English communication the teaching-learning process has also undergone incredible changes. Traditional methods of teaching English are replaced by advanced technological tools and instruments. English language learners require different set of technical aids at different level. Some aids are useful at the school level and some at higher level.

As it is known, the real progress of a country is measured by the priority it lays on education. So education in every country needs to be a high-priority situation including new changes and innovation to it education process. The disposition to acquire and add technology to it, it is necessary to encourage teachers and students to have better contact with this technology, to reinforce, practice and increase knowledge in different areas and language learning is no exception to this fact. With the rapid development of the Internet, computer use in the classroom also offers additional possibilities for designing communicative tasks such as those built around computer-mediated communication, including the ability to interact in real time with oral and written communication, to conduct information searches to find attractive and meaningful material.

However, it should be noted that distance learning technologies as tools of self-education based on stand-alone courses, which do not involve regular interaction with the teacher, is rather complicated for most students. It takes students specific demands for self-discipline and motivation. It is the motivation and readiness for daily independent work, as well as the effectiveness of the organization and quality of the teaching materials and manuals used, skilled teachers controlling and monitoring this process that the success and quality of distance education depends on. Consequently, the basis for the process of teaching foreign languages by means of distance learning technologies is an independent learner cognitive activity. There is a need for a flexible education system, which allows to acquire the knowledge when and where and when it is convenient to the student.

In our practice of teaching students seeking for bachelor of Economics we continually try to improve the training of specialists in economics at the rate of a foreign language. Efficient use of various traditional and innovative teaching methods, the possibility of using various computer programs, Internet resources, an abundance of authentic modern textbooks and training on various courses leads to the fact that the level of students' motivation is getting higher. It is therefore important to use a variety of approaches and methods in order to equip future professionals with practical language skills in their future professional activity.

Distance learning technologies — information technologies that ensure the delivery of the main volume of the studied material to students, interactive interaction between students and teachers in the learning process, providing students with the opportunity to independently work on the development of the studied material.

Considering the advantages and disadvantages of distance learning technologies in foreign language learning, we can conclude that distance learning is better and more useful than traditional form since it is found in most parts of the world and is easier to use. But in some cases, traditional form is better provided that we have no access to technologies and electronic devices. In a nutshell, using e-learning or traditional form depends on two main factors: 1) The ability of learners. 2) Technological devices.

From all of the above, we can make the following conclusions:

1. Our task as teachers of higher education is to understand and apply special requirements for working with students during distance learning.

2. Make it clear to the students that the knowledge gained in pairs is not just bare facts and boring theory. This is exactly the material that will be useful to them in their life in future work.

3. The relations between teacher and students should be based on respect.

4. We need to recognize student's merits. Then he can turn out to be the person who will be confident in his abilities and capabilities.

5. We praise students for their achievements, demonstrate their achievements. Public praise, especially with the description of distinctive features, adds to the student increases his internal motivation, giving confidence in his abilities.

6. We are, as teachers, persons whom the students respect and value, turn from a leader into a mentor, to whom it is not a shame to turn for help. The good example of the teacher and his personal example can be an incentive for the student to work better.

Based on this research's findings, we can sum up, our effort in this article is to show the effects of distance learning technologies and compare it with traditional form of language learning. We try to mention these matters in an understandable way. We try to explain different parts of distance learning technologies and their effects on language learning and finally try to answer to our raised problem. As the world progresses, the use of distance learning technologies in teaching and learning process increases too and we have to synchronize ourselves with it and increase our abilities to be able to work with technologies to increase our knowledge the more teachers and learners get familiar with technologies, the more they can use and incorporate them with their teaching styles and these technologies provide teachers with practical and creative ideas and make them create their own eclectic methods. So we should arrange some useful recommendations to teach our facilitators and learners how to use internet and computers and increase their information about multimedia and other devices which can be used for language learning and thus they can keep up with the world.

For conclusion, in a few words, we can say that the practical significance of the study is determined by the fact that the problems considered in it can significantly improve the efficiency and quality of teaching students a foreign language. This article develops and justifies practical recommendations for increasing the motivation of educational activities aimed at learning a foreign language using distance learning technology. Taking into account the psychological characteristics of learning a foreign language can be the basis for building pedagogical methods of managing the methods of independent acquisition of knowledge. The results of the study allow us to determine the main directions of improving the activities of the creators of educational materials for university students with distance learning technology, teachers on the formation of students' learning motivation. Therefore, possibilities of distance learning technologies as a means of foreign language learning motivation among students of economics offers the opportunities for education outside the conventional system by providing flexibility in pursuing courses and taking examinations. Freedom of content, space, medium, access, time may also be seen as a defining feature of distance learning. Besides, flexibility, job-related goals and improvement of social status are the main motivation to study foreign languages via distance learning education system.

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