
METHODS OF FORMATION OF COMMUNICATIVE ACTIVITY BETWEEN TEACHER AND STUDENT

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ANNOTATION

In the article, the introduction of information and communication technologies in learning English and its importance in making the educational process more interesting and colorful for students, as well as communication between the teacher and the student, mutual observation of communicative activities, and the formation of recommendations, the origin and conceptual meaning of the term "distance education" are discussed.

Keywords: information and communication, technology, educational process, Teacher and student, communication, communicative activity, mutual observation, formation of recommendations, distance education, conceptual.

The introduction of information and communication technologies in education shows that the learning process for students should be more interesting and colorful. Communication between teacher and student takes place not in the form of direct exchange of more words, but in the form of mutual observation of communicative activities, formulation of recommendations, and joint product creation. One of the central terms, which means a set of new forms and methods of education, organically integrated with the technical capabilities of computer telecommunications networks, is the term "distance learning". This article discusses the origin and conceptual meaning of the term "distance learning".

The term "distance learning" in Uzbek is a French *enseignement / apprentissage à distance* used to describe a new form of education based on the English words *distance education* and *distance learning*, as well as radio electronic means (radio-television) in the 1960s. In a literal translation, the term means "distance learning," meaning that the distance between teachers and learners in space or too far. In this literal sense, the traditional form of education that existed in our country before independence, "study by correspondence" can also be considered as "distance learning".

The French term *enseignement / apprentissage à distance* is not given in the dictionary of linguodidactic terms. In dictionaries, *distance* means distance in space or time (3):

- *de loin in l'espace and dance in temps*

- *a distance between distances, a prenant un certain reculs dans le temps.*

Despite the absence of this term in dictionaries, the form of "à distance" education has been known since the late 19th century as *l'enseignement par correspondance*. This form of education has been used in certain conditions (*pallier les conséquences de circonstances exceptionnelles (hospitalisation prolongée, insarcération, guerre, exode, etc.)*), which allows a wide audience to have equal access to higher education. (*pallier les insuffisances du réseau d'enseignement public and les inégalités d'accès*

à l'instruction au moment de l'extension de l'enseignement universitaire à un plus large public; la naissance des universités ouvertes européennes s'inscrit dans la continuité de ce mouvement) and etc. (5)

There is no generally accepted definition of the terms "distance learning" and "l'enseignement distance" because since the mid-twentieth century, and especially in recent decades, these concepts have become synonymous with the development of a number of factors, including educational theories and models was under the constant influence of socio-economic factors, which are reflected in the quantitative and qualitative changes in the needs of technological education and, in particular, continuing education, which implies the progress of pedagogical, information technologies.

According to French experts, the concept of *distance*, which is most important for the interpretation of the concept of *enseignement distance in French*, includes not only the concept of "space", but also remote forms related to time, place, objects and people: "*Les formes de la distance sont plurielles et concernent les temps, les lieux, les choses et les êtres: les autres et soi. Elles sont plus ou moins mesurables, voire pas du tout, et les significations oscillent entre des valeurs positives et des pertes, des manques, des états de dissociation, de déliance*" (4). As a result, a number of terms are formed that reflect the contingent content of the term *enseignement à distance*: "distance temporelle", "distance relationnelle", "distance linguistique et culturelle", "distance cognitive", "distance technologique".

The time aspect of "distance temporelle" is conditioned only by the fact that the student chooses the time and tempo of the lesson, it is about the student's active role in learning, in other words, the setting of educational goals, the choice of dominant directions, forms and tempo of education in different fields. "Distance relationnelle" aspect is determined by the interaction between teacher and learners. The trainee educator will be able to communicate with like-minded professionals, regardless of the regional distance, and receive advice from high-level specialists. This aspect, in comparison with the traditional aspects, is manifested in a very comfortable environment for the student to express himself creatively, to show the products of his creative activity to all comers, to evaluate their creative achievements in a wide range of expert opportunities.

The linguistic and cultural aspects of the concept of "distance linguistique et culturelle" can be explained by the availability of sources that enhance popular science, the increase of cultural and historical achievements of mankind, the use of world cultures and scientific treasures, different linguistic landscapes.

Finally, the cognitive aspect of the concept of "distance cognitive" and the technological aspect of "distance technologique" are existed. The cognitive aspect is related to the learners' experience of acquiring knowledge. This situation to some extent affects their choice of learning strategies (for example, the use of interactive forms in the classroom, multimedia training programs increases the heuristic, creative content in the learning process). The technological aspect is reflected in the difference in the level of material supply of education and distance from modern technologies.

In addition to the concept of *distance*, listed above, the actual layer of *enseignement distance* \ distance learning concepts reflects the specific tasks, the existence and development of various models of distance learning, the software industry in which the regular transition from information orientation to interactive activities is observed. This situation also complements the profound transformations in areas such as the tools and capabilities of heuristic technology, the content, method and forms of education, the normalization of control and assessment methods; it also envisages the development of

organizational and legal acts that strictly define the remote activities of all participants in the process; and etc.

Thus, a comparison of the concepts of "distance learning" and "l'enseignement distance" allows us to note the following:

1. Additional features of both concepts include the concepts of "study by correspondence" and "l'enseignement par correspondance," but in addition to some similarities in the content of Uzbek and French terms (e.g., similarity of purpose), there are also differences, particularly in the use of different methods and forms;
2. A large number of relevant features in the concepts of "distance learning" and "l'enseignement distance", such as the tasks, content, methods, forms and models of distance learning; the roles of educators and learners, the software overlaps, however, it is not possible to imagine that the concepts are fully compatible. Because these concepts develop in separate national contexts in accordance with certain political, technological, geographical, socio-economic linguistic and other parameters.

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