

KONFERENSIYALAR COM

ANJUMANLAR PLATFORMASI

**VIII RESPUBLIKA ILMIY-
AMALIY KONFERENSIYASI**

**YANGI DAVR ILM-
FANI: INSON UCHUN
INNOVATSION G'OYA
VA YECHIMLAR**

APREL, 2026

ISSN 3093-8791

ELEKTRON NASHR:

<https://konferensiyalar.com>





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YANGI DAVR ILM-FANI: INSON UCHUN INNOVATSION G'OYA VA YECHIMLAR

**VIII RESPUBLIKA ILMIY-AMALIY
KONFERENSIYASI MATERIALLARI**

2026-yil, aprel

TOSHKENT-2026

Yangi davr ilm-fani: inson uchun innovatsion g'oya va yechimlar.
VIII Respublika ilmiy-amaliy konferensiyasi materiallari to'plami.
2-jild, 8-son (aprel, 2026-yil).– 150 bet.

Mazkur nashr ommaviy axborot vositasi sifatida 2025-yil, 8-iyulda
C-5669862 son bilan rasman davlat ro'yaxatidan o'tkazilgan.

Elektron nashr: <https://konferensiyalar.com>

ISSN: 3093-8791 (onlayn)

Konferensiya tashkilotchisi: "Scienceproblems Team" MChJ

Konferensiya o'tkazilgan sana: 2026-yil, 24-aprel

Mas'ul muharrir:

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Annotatsiya

Mazkur to'plamda "Yangi davr ilm-fani: inson uchun innovatsion g'oya va yechimlar" mavzusidagi VIII Respublika ilmiy-amaliy konferensiyasi materiallari jamlangan. Nashrda respublikaning turli oliy ta'lim muassasalari, ilmiy markazlari va amaliyotchi mutaxassislari tomonidan tayyorlangan maqolalar o'rin olgan bo'lib, ular ijtimoiy-gumanitar, tabiiy, texnik va yuridik fanlarning dolzarb muammolari va ularning innovatsion yechimlariga bag'ishlangan.

Ushbu nashr ilmiy izlanuvchilar, oliy ta'lim o'qituvchilari, doktorantlar va soha mutaxassislari uchun foydali qo'llanma bo'lib xizmat qiladi.

Kalit so'zlar: ilmiy-amaliy konferensiya, innovatsion yondashuv, zamonaviy fan, fanlararo integratsiya, ilmiy-tadqiqot, nazariya va amaliyot, ilmiy hamkorlik.

Barcha huquqlar himoyalangan.

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THEORETICAL AND PRACTICAL PROBLEMS OF DISTANCE LEARNING AND FOREIGN LANGUAGE TEACHING

Jalolova Shahnoza Valijon qizi

NamSU World Languages, Philology and Language Teaching: English 2nd year

Annotation. Distance learning has become an integral part of modern education, especially in the context of globalization and technological advancement. This article examines the theoretical and practical challenges associated with distance learning in foreign language teaching. It analyzes pedagogical approaches, technological limitations, learner autonomy, and communication barriers. Special attention is given to the effectiveness of digital tools, teacher preparedness, and student engagement. The study highlights both opportunities and limitations of online education and suggests strategies for improving the quality of foreign language instruction in virtual environments.

Keywords: distance learning, foreign language teaching, online education, digital tools, learner autonomy, communication barriers.

MASOFAVIY TA'LIM VA CHET TILLARINI O'QITISHNING NAZARIY VA AMALIY MUAMMOLARI

Jalolova Shahnoza Valijon qizi

NamDU Jahon tillari, Filologiya va tillarni o'qitish: ingliz tili 2-kurs

Annotatsiya. Masofaviy ta'lim zamonaviy ta'lim tizimining muhim qismiga aylanib bormoqda, ayniqsa globallashuv va texnologik taraqqiyot sharoitida. Ushbu maqolada xorijiy tillarni o'qitishda masofaviy ta'limning nazariy va amaliy muammolari tahlil qilinadi. Pedagogik yondashuvlar, texnologik cheklolar, o'quvchilarning mustaqilligi va kommunikativ to'siqlar ko'rib chiqiladi. Shuningdek, raqamli vositalarning samaradorligi, o'qituvchilarning tayyorgarligi va talabalar faolligi masalalariga alohida e'tibor qaratiladi. Tadqiqot onlayn ta'limning afzalliklari va kamchiliklarini yoritib beradi hamda virtual muhitda xorijiy tillarni o'qitish sifatini oshirish bo'yicha takliflar beradi.

Kalit so'zlar: masofaviy ta'lim, xorijiy til o'qitish, onlayn ta'lim, raqamli texnologiyalar, o'quvchi mustaqilligi, kommunikativ muammolar.

DOI: <https://doi.org/10.47390/ydif-y2026v2i8/n29>

The rapid advancement of information and communication technologies (ICT) has fundamentally reshaped educational paradigms across the globe, leading to a transition from traditional, teacher-centered instruction toward more flexible, learner-centered models. Distance learning, which was previously regarded as a supplementary or alternative mode of education, has evolved into a dominant and indispensable component of contemporary educational systems. This transformation has been particularly accelerated by global crises such as the COVID-19 pandemic, which necessitated the immediate and large-scale adoption of remote teaching and learning practices. As a result, educational institutions worldwide were compelled to re-evaluate pedagogical frameworks, technological infrastructures, and assessment strategies in order to ensure continuity and quality of education. [1; B.68.]

Within the context of foreign language teaching, the shift to distance learning has introduced a complex set of theoretical and practical challenges that demand systematic and multidisciplinary analysis. From a theoretical standpoint, language acquisition is deeply rooted in interactionist and communicative approaches, which emphasize the importance of

meaningful communication, social interaction, and immediate feedback in the learning process. These principles are closely aligned with frameworks such as communicative competence and sociocultural theory, which highlight the role of authentic linguistic environments and collaborative learning in developing language proficiency. However, the virtual nature of distance education often constrains these interactive dimensions, thereby raising questions about the effectiveness of online methodologies in achieving desired linguistic outcomes. Moreover, foreign language learning is inherently a dynamic and multifaceted process that involves not only the acquisition of grammatical structures and vocabulary but also the development of pragmatic competence, intercultural awareness, and communicative fluency. [2; B.98.] These competencies are typically fostered through real-time interaction, contextualized communication, and exposure to authentic language use. In distance learning environments, however, such elements may be limited due to technological constraints, reduced immediacy of communication, and the absence of physical co-presence. Although synchronous tools (e.g., video conferencing platforms) and asynchronous resources (e.g., discussion forums, recorded lectures) attempt to bridge this gap, they often fail to fully replicate the richness and spontaneity of face-to-face interaction.

Furthermore, the effectiveness of distance foreign language education is influenced by several practical factors, including digital literacy, access to reliable technological resources, and the pedagogical readiness of instructors. [3; B.100.] Learners are required to demonstrate a higher degree of autonomy, self-regulation, and motivation, as the responsibility for managing the learning process shifts more significantly onto them. At the same time, educators must adapt their teaching strategies to suit online platforms, integrating multimedia tools, interactive tasks, and innovative assessment methods to maintain student engagement and ensure meaningful learning experiences. In addition, the lack of immediate feedback and non-verbal cues in online communication can hinder the development of speaking and listening skills, which are crucial components of language proficiency. [4; B.58.] The absence of a natural linguistic environment may also limit opportunities for immersive learning and spontaneous language use. Consequently, both teachers and learners encounter difficulties in achieving the level of interaction and engagement necessary for effective language acquisition. In summary, while distance learning offers unprecedented opportunities for accessibility and flexibility, its application in foreign language teaching presents significant theoretical and practical challenges. Addressing these issues requires a comprehensive rethinking of pedagogical approaches, the integration of advanced technological solutions, and the development of strategies that can effectively simulate interactive and communicative language environments in virtual settings. [5; B.93.]

Distance language learning has become an essential component of modern education, particularly in the context of rapid technological advancement, globalization, and the increasing demand for flexible learning opportunities. The widespread availability of the internet, mobile devices, and digital platforms has transformed how languages are taught and learned, making education more accessible to diverse populations regardless of geographical location. As a result, learners from different parts of the world can now participate in the same course, interact with native speakers, and access authentic learning materials in real time.

Unlike traditional classroom-based instruction, distance learning is characterized by the physical separation of teachers and learners. This separation fundamentally changes the

dynamics of the teaching and learning process. In a face-to-face classroom, communication is immediate, spontaneous, and supported by non-verbal cues such as gestures, facial expressions, and body language. However, in a distance learning environment, interaction is often mediated through technology, such as video conferencing tools, learning management systems, discussion forums, and messaging applications. Therefore, educators must adopt specific pedagogical strategies to ensure that communication remains effective, meaningful, and engaging. One of the defining features of distance language learning is its flexibility. Learners can study at their own pace, choose when and where to engage with course materials, and revisit content as needed. This flexibility is particularly beneficial for adult learners, working professionals, and individuals with limited access to traditional educational institutions. At the same time, this independence requires a high level of self-discipline, motivation, and time-management skills. Without proper support and guidance, some learners may struggle to stay engaged and complete their courses successfully. Another important aspect is the integration of multimedia and interactive technologies. Distance language learning environments often include a wide range of resources such as videos, audio recordings, interactive exercises, virtual simulations, and online assessments. These tools can enhance language acquisition by providing learners with exposure to authentic language use and diverse cultural contexts. Moreover, technology enables personalized learning experiences, allowing students to receive immediate feedback, track their progress, and focus on their individual learning needs. Despite its many advantages, distance language learning also presents several challenges. Technical issues, such as poor internet connectivity or lack of access to digital devices, can hinder participation. Additionally, the absence of physical presence may lead to feelings of isolation and reduced social interaction among learners. Maintaining active communication, collaboration, and a sense of community is therefore a critical task for instructors. Teachers must carefully design activities that promote interaction, encourage participation, and foster a supportive online learning environment. The effectiveness of distance language learning depends largely on the application of well-established educational theories and pedagogical principles. These theories provide a framework for understanding how learners acquire language in virtual settings and help educators design effective instructional strategies. By combining theoretical knowledge with innovative technological tools, distance education can offer a rich, engaging, and effective language learning experience that meets the needs of learners in the 21st century. [6; B.38.]

1. Constructivism - Constructivism is a foundational theory in education which states that learners actively construct their own knowledge through experience, interaction, and reflection. This theory was strongly influenced by scholars such as Jean Piaget and Lev Vygotsky. In distance language learning, constructivism emphasizes: Active learner participation rather than passive reception of information. Collaborative learning through online discussions, group projects, and peer interaction, Meaningful tasks that reflect real-life language use. Digital tools such as forums, learning management systems, and video conferencing platforms enable students to engage in social interaction, which is central to knowledge construction. However, for constructivist learning to be effective in an online environment, teachers must design structured, engaging, and interactive activities. Without proper guidance, students may feel isolated or struggle to construct knowledge independently. [7; B.66.]

2. Communicative Language Teaching (CLT). Communicative Language Teaching focuses on developing learners' ability to use language effectively in real-life communication. The goal is to build communicative competence, which includes grammatical, sociolinguistic, and strategic skills. In distance learning contexts, CLT is implemented through: Online discussions and live video sessions, Role-playing and simulation activities, Pair and group work using breakout rooms, Listening and speaking exercises through multimedia tools, Despite its advantages, CLT faces challenges in online environments: Limited face-to-face interaction, Reduced spontaneity in communication, Lack of non-verbal cues such as gestures and facial expressions To overcome these limitations, teachers need to maximize interaction using digital tools and create opportunities for authentic communication.

3. Autonomous Learning Theory. Autonomous learning is a central principle of distance education. It refers to learners' ability to take responsibility for their own learning process, including setting goals, selecting strategies, and evaluating progress. In distance language learning, autonomy is reflected in: Self-paced learning Independent practice using online resources Time management and self-discipline. This approach offers many benefits, such as flexibility and personalized learning. However, it also presents challenges: Lack of motivation Poor time management, Limited self-regulation skills Therefore, the teacher's role shifts from being a knowledge provider to a facilitator, mentor, and motivator who supports learners in developing autonomy.

4. Connectivism - Connectivism is a modern learning theory that explains how learning occurs in digital environments. It highlights the importance of networks and access to information. According to George Siemens, learning is the process of connecting specialized information sources. In distance language learning, connectivism involves: Using online resources such as videos, podcasts, and blogs Participating in global communication through social media Engaging with authentic language materials, This theory emphasizes that knowing how to find and use information is more important than memorizing it. It also encourages continuous learning in a rapidly changing digital world.

5. Interactionist Theory - The interactionist approach emphasizes that language learning occurs through social interaction and communication. It suggests that learners develop language skills by engaging in meaningful conversations and negotiating meaning. In online environments, interaction is achieved through: Live virtual classes, Chat platforms and discussion boards, Peer feedback and collaborative tasks. Interaction helps learners: Practice real communication, Learn from mistakes, Improve fluency and confidence However, maintaining active interaction in distance learning requires careful planning and the use of appropriate technological tools.

Conclusion. Distance language learning is grounded in multiple theoretical frameworks that complement each other. Constructivism promotes active knowledge construction, Communicative Language Teaching focuses on real-life communication, autonomous learning emphasizes learner independence, connectivism highlights digital networks, and interactionist theory underlines the importance of communication. An effective distance language learning system integrates these theories to create a balanced, interactive, and learner-centered environment. As technology continues to evolve, these theoretical foundations remain essential for designing successful and engaging language learning experiences.

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YANGI DAVR ILM-FANI: INSON UCHUN INNOVATSION G'OYA VA YECHIMLAR

VIII RESPUBLIKA ILMIY-AMALIY KONFERENSIYASI

MATERIALLARI

2026-yil, aprel

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Yangi davr ilm-fani: inson uchun innovatsion g'oya va yechimlar.
VIII Respublika ilmiy-amaliy konferensiyasi materiallari to'plami.
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Mazkur nashr ommaviy axborot vositasi sifatida 2025-yil, 8-iyulda
C-5669862 son bilan rasman davlat ro'yaxatidan o'tkazilgan.

ISSN: 3093-8791 (onlayn)

Elektron nashr: <https://konferensiyalar.com>

Konferensiya tashkilotchisi: "Scienceproblems Team" MChJ

Konferensiya o'tkazilgan sana: 2026-yil, 24-aprel.

Barcha huquqlar himoyalangan.
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