STRATEGIES IN TEACHING FOREIGN LANGUAGES DURING THE PANDEMIC

Conference Proceeding

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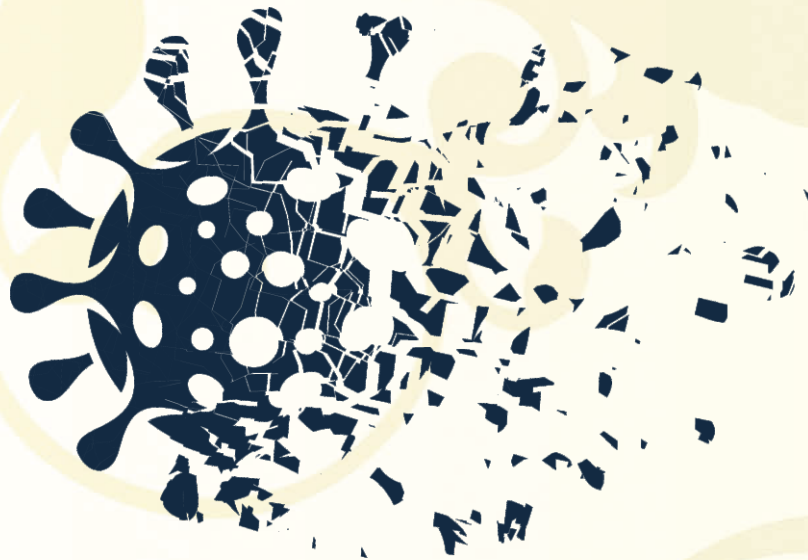
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GREAT IMPETUS IN KNOWLEDGE ACUISATION ON TRANSLATION THEORY AND PRACTICE CLASSES DURING ONLINE EDUCATION: CHALLENGES, ASSIGNMENT SUBMISSION AND TESTING

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Key words: distance learning, pandemic, submission, Moodle, testing.

Annotation: Presented article deals with advantages, challenges, designing mid-term control work in own online classes for the students of Translation theory and practice faculty. Since the format of distance learning via the Internet remains relatively new, educational institutions, teachers and students today are going through a stage of adaptation to this format. It is not surprising that in the process of habituation, students periodically encounter certain difficulties. Distance learning provides opportunities for acquiring high-quality professional education due to the possibility of access to educational and additional material and a fast way of transferring information in the process of interaction between a student and teachers.

Modern society has been well adapted to up to date technology easily. In current days, people spend more and more time on the Internet, to chat with friends, to watch movies, to shop and to get a lot of interesting information in the virtual space, the same applies to education as well. Moreover, the ability to share knowledge and skills over the Internet has led to the rapid development of online education in recent years. Distance learning in a modern format has allowed millions of people around the world to receive a quality education without leaving their homes. The COVID-19 pandemic has given a new impetus to the development of online education. Universities from different countries have turned to distance learning because they could not open their doors to students as usual.

Since the epidemiological situation in the world may remain unchanged for some more periods, studying online abroad can become a part of every student's life. Despite the fact that online education has been around for a long time, this format still raises a lot of concerns for many people. The main ones are related to the fact that virtual learning does not involve classes, interaction with teachers and fellow students in a traditional academic environment. It is believed that this reduces the effectiveness of the educational process and deprives students of the opportunity to communicate with professors. In fact, research has already shown that online learning is just as effective as classical education. In addition, for some students it is even more suitable and helps to focus on the classroom. It is important to remember that the effectiveness of teaching depends largely on the structure of the program and the way of teaching. Modern methods of online learning are aimed at maximum interaction and collaboration between students and professors. This makes the format close to real classes within the walls of the university.

As we have already noted, modern distance education aims to maximize student interaction and engagement. This is made possible through streaming technologies, online broadcasts, webinars, chats and real-time interactive teaching.

However, the existing situations have brought some technical challenges in lives of students, so online learning has **disadvantages.** Since the format of distance learning via the Internet remains relatively new, educational institutions, teachers and students today are going

through a stage of adaptation to this format. It is not surprising that in the process of habituation, students periodically encounter certain difficulties. Nevertheless, all of them are solved quite easily. Firstly, we are talking about the technical side of the issue. Some students have problems accessing and using the distance learning platform. In this case, they can contact the university technical support and receive all the assistance they need. Secondly, distance education (like, for example, remote work) suits different people to different degrees. While for some, complete independence, a home environment and a flexible schedule are ideal conditions for productive activities, while others experience problems with organizing a workspace and concentrating on studies. In this case, everything depends on every learner. In the context of the coronavirus pandemic, you may want to consider alternative study options, such as studying online for only a short time, and then continuing your studies on the university campus. You can also practice self-discipline and use techniques to help you learn remotely. Finally, you can always postpone your studies and start face-to-face studies at college as soon as possible.

Despite the difficulties that some students of online programs face, we are confident that modern distance education has many more **advantages.** Online education allows you to get a degree from any university in the world, saving on living abroad. Students have the opportunity to study with a flexible schedule in a familiar environment, as well as combine classes with work and creativity. Distance education provides maximum freedom and is ideal for introverts and those who do not want to change their usual lifestyle

In Uzbekistan, most university teachers conducted online classes through the platform, named Moodle, which has a convenient, intuitive interface, students of the translation theory and practice faculty and all university teachers have a personal account, registering with an individual login and password. The main structural unit of each module corresponding to the discipline is **"Interactive lesson",** access to which opens according to the calendar-thematic plan. The normative documents of the module include the standard and curriculum of the discipline, thematic plans of lectures and practical classes, as well as the schedule of classes and schedules of consultations and practicing. The lesson consists of theoretical part: lectures, lesson based presentation, additional sources, theme related videos and assignment blocks. The theoretical section is presented in the form of lecture material and presentations. The information block also includes guidelines, a list of references with links to sources in electronic libraries. The control block consists of control questions, tasks for the development of critical thinking and testing, which allows teacher to quickly and efficiently assess the level of training of students. A limited amount of time is allocated for each of the tasks presented. After the end of the lesson, the teacher individually, in automatic or manual mode, evaluates the work of each student, makes written comments, gives explanations and comments in an interactive form. The received grades and data on the presence of students in the lesson are entered into the electronic journal. Explanation part of each class is conducted through the Zoom platform.

Some types of assessment should be noted during the pandemic situation: every assignment is evaluated individually, provided with feedback; additional materials for further comprehension have to be uploaded. As our classes require activities on translation studies and topic based vocabulary tasks, assessment of control work should be optimized for platform Moodle, the right option is testing. **Multiple-choice questions** are very popular in education for a different of reasons – they are easy to grade, offer greater objectivity, and can allow more content to be covered on a single test. When using a multiple-choice test for the purpose of evaluation, the goal is to make items that successfully differentiate among students based on how well they know the material being tested. In practice, this produces tests that challenge students but also allow them to succeed when they have the requisite knowledge; ideally resulting in a range of performance with high average. The goal is the same when designing a multiple-choice test to facilitate student learning – average performance should be relatively

high for all students. Some tests are presented below: (they were installed on Moodle for mid-term control work)

1.	Find translation of the Uzbek onomatopoeic sentence.
	Bolani idishlarning taqir-tuqur ovozi uyg'otdi.
	A) The clanging pots and pans woke the baby
	B) The ringing pots and pans made the baby woke
	C) The boy was awakened by the sound of dishes
	D) The ticking pots made the baby awaken
ANSWER: A	

2.	Find correct answer for onomatopeas of objects.
	A) To tick, to zip, to beep
	B) To clang, to gurgle, to crunch
	C) To ding, to snore, to clatter
	D)To quack, to neigh, to munch
ANSWER: A	

3.	Find correct translation: *sigirning mo'rashi*.
	A) Moo
	B) Oink
	C) Maa
	D) Pow
ANSWER: A	

4.	Which statement is incorrect for the subtitling guidelines?
	A) Character per line is under 40 characters
	B) Each subtitle should be written in 1 or 2 lines (never more).
	C) Subtitles should be short and concise.
	D) Bold is not permitted in subtitling
ANSWER: A	

Thus, in the era of the global information and educational space, with the increasing importance of information technology, distance learning provides opportunities for acquiring high-quality professional education due to the possibility of access to educational and additional material and a fast way of transferring information in the process of interaction between a student and teachers. However, the forced transition to full distance learning due to the threat of the spread of the new coronavirus infection COVID-19 requires careful analysis related to both the assessment of the effectiveness of training and the satisfaction of students. Students' satisfaction is understood as a subjective, emotionally colored assessment of the quality of certain objects, conditions of educational activity, including interpersonal relations. Determination of student satisfaction with the transition to full distance learning will reveal the opportunity of the university's activities in this direction and purposefully implement measures to improve them.

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MODERN PEDAGOGICAL TECHNOLOGY ENSURING THE QUALITY OF TEACHING IN FOREIGN LANGUAGE LESSONS DURING PANDEMICS: AN OVERVIEW OF MODERN PEDAGOGICAL TECHNOLOGIES USED IN THE PROCESS OF ONLINE TEACHING ENGLISH

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Key words and expressions: challenge, generate, reflection, correlate, assimilate, critical thinking, insufficient motivation, methodological techniques, providing instant feedback, communication technologies, extracurricular activities, system-activity approach, cognitive activity, learning in cooperation, collective responsibility.

Annotation: Various educational technologies are used in teaching foreign language. The technology for the development of critical thinking contributes to the formation of a versatile personality capable of being critical of information, the ability to select information for solving a given problem. This technology allows strong students to develop their skills, students with average abilities to achieve new positive results, and students with insufficient motivation to learn to experience a situation of success. It is important to note that when using the technology for the development of critical thinking, mastering new knowledge does not begin with familiarity with the known methods of solving a specific problem, but with creating conditions that form the need to obtain a solution to this particular problem. By answering personally significant questions that arise on the way to the goal, a person can master new material faster and deeper.

The technology for the development of critical thinking includes several stages:
• the first stage is a challenge. This stage allows you to actualize and summarize the student's knowledge on a given topic or problem; generate a steady interest in the topic under study; motivate the student for learning activities;
• second stage - comprehension. This stage allows the student to receive new information, comprehend it, correlate with existing knowledge, analyze new information and knowledge;
• third stage - reflection. Here, the main thing is: holistic comprehension, generalization of the information received, the formation of each of the students' attitude to the material being studied.

What is fundamentally new in the technology of critical thinking? Elements of novelty, in addition to philosophical ideas, are contained in methodological techniques that are focused