



## **DISTANCE LEARNING: METHODS OF LEARNING LITERATURE FROM A DISTANCE**

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<b>Article history:</b>	<b>Abstract:</b>
<b>Received:</b> 8 <sup>th</sup> July 2025 <b>Accepted:</b> 7 <sup>th</sup> August 2025	This study examines the reasons for the emergence of distance education and its necessity, the organization of distance education in Uzbekistan, as well as the work being carried out by integrating international experience and achievements of the national methodology. It discusses the achievements in this field, the methods effectively used in distance learning, particularly in distance literary education, and their positive impact on teaching literature in higher education.

**Keywords:** education, methods, literature, distance learning, teaching, distance education

In recent years, the issue of organizing a distance form of education in various disciplines has become a topical issue worldwide, and in particular in the Republic of Uzbekistan. The study of methods and pedagogical technologies that can be adapted to this type of education, which is one of the factors that greatly affects the quality of education in distance education, is the task of all education workers. Significant results have been achieved in organizing distance education, developing its pedagogical and methodological foundations. If during the Covid-19 pandemic in different countries, the distance form of education was used as an opportunity to get rid of educational disruptions, today the distance form of education is considered an alternative to traditional education. This requires the study of methods necessary to stabilize the quality of education in distance education. In order to further accelerate the development of this relatively new form of education in our country, measures are being taken to study the experience of foreign countries and apply the knowledge gained as a result, adapting it to the conditions of Uzbekistan.

"The Decree of the President of the Republic of Uzbekistan No. PF-5847 dated October 8, 2019 "On approval of the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030" sets a number of tasks for the wide use of distance learning opportunities; the development of distance learning services, the widespread application of webinar, blended learning, flipped classroom technologies, and the organization of a distance form of education based on modern information and communication technologies." [1]

In order to ensure the implementation of the tasks set out in the Decrees No. PF-5953 dated March 2, 2020

"On the State Program for the Implementation of the Strategy of Actions in Five Priority Areas of the Development of the Republic of Uzbekistan in 2017–2021 in the "Year of Development of Science, Enlightenment and the Digital Economy", the Cabinet of Ministers of the Republic of Uzbekistan has approved the following: On December 31, Resolution No. 824 was adopted, according to which:

"1. Starting from the 2020/2021 academic year, a procedure for gradually transitioning the educational process to the credit-module system in higher educational institutions of the Republic was introduced.  
2. The Regulation on the procedure for introducing the credit-module system into the educational process in higher educational institutions" [2] was approved.

Resolution No. 55 of the Cabinet of Ministers of the Republic of Uzbekistan "On the development of the service sector in 2016-2020" [3] sets out tasks for the development of distance education in our country.

The above legal documents adopted at the national level serve as the basis for the organization and development of distance education in Uzbekistan.

In his manual "Didactic system of distance education", the educator Ibraymov Askar Yesbosinovich gives the following definition of the distance form of distance education: "Distance education technologies are understood as educational technologies that are implemented mainly using information and telecommunication technologies in the full or partial distance interaction of the learner and the teacher." [4.112]

As the first manifestation of distance education, J. Baggeley "considered the remoteness of information transmission since the time of Genghis Khan appeared. Through his letters, he taught his soldiers how to move



and make decisions during military campaigns. This is also, in a certain sense, a form of distance learning." [5] By the 21st century, the integration of education and ICT has made it easier to organize distance learning.

Today, there are distance learning platforms such as Zoom, Moodle, Canvas, Google Class, Black Board, Skype Meeting, Click Meeting, Dream Study, etc. in the world. These platforms provide students with unlimited opportunities. At the same time, programs such as Byki, Anki, Quizlet, Kahoot!, which are effective in learning a second language, increase the interest of students with their convenience and fun.

Byki ("before you know it") is a system that serves to form and increase the vocabulary of students in the language and literature being studied. It is based on the principle of repeating words at certain intervals and teaching them to use them in practice. Currently, the program and mobile application of the Byki system have been developed, which include 70 languages, including the Uzbek language.

Kahoot! is a service designed to create tests, quizzes and didactic games. Due to the competitive spirit in the lessons organized using Kahoot, the lessons are held in a high mood and interestingly. Answering questions requires speed and resourcefulness, and a positive atmosphere is created in the audience. Kahoot! allows you to use smartphones for educational purposes.

Language and literature education in foreign countries is organized differently depending on different situations and goals. For example, in intensive courses, lessons on a language and culture often use authentic tools, multimedia resources, textbooks and study guides written on the basis of an integrative method. In addition, the above-mentioned educational services and platforms are also used, depending on the knowledge level of the group, the learning situation, the topic, etc. Some platforms also offer the possibility of introducing group work, small group work, pair work, and individual work during the lesson. In our opinion, any language and literature teacher can adapt the methods below for any audience and use them effectively. "Jigsaw reading" [6] This method is used to develop students' reading, speaking, and reasoning skills. This method is especially effective when working with short stories, texts, and articles. It is implemented as follows: students are divided into two groups using the Breakout Rooms function or another function. The first group is given the first part of the story, and the second group is given the second part of the story. Students must read and memorize the part of the story they have been given. Then, each student selects pairs from the other group, and they are again divided into pairs using the function

above. Each pair tells the story they have read to each other. At the end of the work, each pair has a complete story. Students can make some notes to help them remember the story. This way, students learn the story by reading half of it and listening to the other half. Or, the story text is divided into two parts and given to students electronically, with some words and information in the texts omitted. While the opposing group is reciting the text, the other group fills in the gaps in the text. At the end of the game, you can determine how well they have mastered the topic by conducting a question-and-answer session.

In the process of studying literary topics, it is important to form and develop four speech skills. At the same time, in order to strengthen speaking skills, it is sometimes more helpful to have a "student-student" dialogue than a "teacher-student" dialogue. Therefore, when using the "Jigsaw Reading" method, it is advisable for the teacher to leave students alone in the virtual rooms during the practice process. Students develop the ability to speak, overcoming excitement and psychological barriers to the topic. At the same time, it becomes possible to quickly control the practice of speaking by all students in virtual rooms.

The "Philosophical Chair"[7] method is similar in form to a debate. Students are given the main topic and questions. They can agree with the expressed opinion, disagree or remain neutral. This method is based on students having a lively discussion with each other, learning new things from each other. Each student is shown on the screen in the center and he or she expresses his or her opinion in turn, and then the debate begins. Through this method, it is possible to overcome the fear of public speaking and learn to defend their opinions with evidence and justification.

The above are some of the Internet resources and methods used in language and literature education worldwide. Language and literature teachers working in our country can use such resources and methods creatively and effectively to improve the teaching of the state language and foreign languages in educational institutions of our country. For this, it is necessary to develop ways to adapt and apply existing tools and methods to the conditions of Uzbekistan.

The use of audio and video forms of poetry, songs and prose works in the lesson process also ensures that the lesson is lively, interesting and meaningful, develops students' listening comprehension skills, increases expressive reading skills, and cultivates aesthetic (especially artistic) taste. In addition, it helps to better understand the essence of a work of art.



Also, in addition to cultivating, developing and improving the speech of students, the computer allows them to objectively assess their knowledge, save time and money spent on visual aids in the teacher's preparation for the lesson, and during the lesson. The teacher also controls the work of students during the lesson via the computer. For example, in the process of teaching expressive reading of a ghazal, the necessary text appears on the computer screen.

First of all, the text of the ghazal must be taught and recorded in a high-quality manner by the teacher or speaker. Then the teacher reads the ghazal to the student of his choice and listens to it. In this process, the teacher can also record his speech on a dictaphone and play it to himself. This helps students eliminate defects in their own speech. Voice and tone are also important when reading excerpts from works and dramas divided into roles. When students hear their own voices, they are convinced that changes in voice and tone during the reading process can change the idea being expressed.

These processes are carried out on a remote system, and recording the lesson held on ZOOM, uploading it to the University's YouTube channel and students' groups on the Telegram social network also leads to effective mastery of the topics by students who live in remote areas and do not have access to the e-learning platform. In conclusion, the use of computer technologies in teaching native language and literature in the educational process, namely, preparing slides on topics, creating electronic multimedia textbooks, using programs such as electronic copies, electronic dictionaries, audio programs, electronic virtual libraries, ensuring independent learning of students using the Internet, organizing video lectures, video conferences, has a significant impact on the effectiveness of the lesson. It prepares the ground for their future development as mature specialists.

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