



## Issues of Language Teaching in Distance and Online Format

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**Abstract:** In order for an education model based on science or practice to be effectively implemented in the world, it is necessary to take into account the mechanisms that, in particular, determine the development trends of both the education system and society as a whole. Digitalization, which characterizes the use of information and communication technologies (ICT) in various social settings, is one such process. The widespread use of social and technological advancements in society, as well as its widespread socio-economic and socio-cultural changes, is the result of the growth of ICT. Naturally, the scale and consequences of digitization arouse interest in the analysis of its many manifestations and the relevance of this issue. For the effective implementation of an education paradigm oriented towards science or practice, it is necessary to take into account the mechanisms that control the trends in their development. In connection with this, this article discusses the issues of language teaching in distance and online formats.

**Key words:** language teaching, distance learning, online learning, e-learning.

### Introduction

The process of digitalization in other countries is considered as a factor in the growth of the information society and the formation of the electronic economy in the country, and the digital transformation of the economy is recognized as a force contributing to the growth of the real sector and increasing the competitiveness of national economies around the world. In this case, the main attention is paid to solving technical, engineering and software problems related to digitization (development of infrastructure, development of original software products, frequent updating of the computer park, etc.) [11, 12, 13, 14]. In addition, along with increasing the human potential of the world community through ICT, the use of the broad capabilities of ICT for personal and professional development of a person is included in the scope of developing the human potential of society through ICT [15, 16, 17, 18, 19]. In particular, it is important to clearly relate the solutions that the education system develops and implements to the problems arising as a result of digitization in many aspects of modern life [20, 21]. To achieve this, on the one hand, it is important to take into account long-term trends in changes in the labor market and the impact of digitalization on education, which is most important for the implementation of the social objectives of an educational institution.

### Materials, Methods and Discussion

Online education is no longer considered something unusual, but rather a necessity. According to the National Center for Education Statistics, 6.7 million (32.5 percent) of the 20.6 million postsecondary students enrolled in online courses. A large proportion of higher education students enrolling in online courses fall into this category, which is quite surprising. Online courses are here to stay, and educational institutions are struggling to keep up with the growing demand for them. The practice of

distance education was common in the 1800s, but it really began to take off in the 1990s. This is by no means a new phenomenon, but it continues to reach new heights as technological advancements continue to increase.

Because teacher and students are physically separated, correspondence learning is considered a form of distance education. By definition, it is a method of providing education to nonresident students, primarily adults, who receive lessons and exercises by mail or some other device and, upon completion of the exercises, return completed materials for analysis, criticism, and grading. One of the main goals of distance education is to provide educational opportunities to those who are underrepresented in traditional educational institutions or who do not have access to such institution [1]. The first known instance of correspondence learning occurred on March 20, 1728, when Caleb Phillips published an advertisement in the Boston Gazette offering shorthand lessons to any "man in the country who would learn that art, perhaps a few lessons would be sent to him weekly, that he might be the same." perfect, like those who live in Boston." (Phillips, 1728) Many believe that due to the lack of evidence of two-way communication, the government cannot recognize it as a formal distance education [2]. Although the advertisement does not directly state the premise or intent, it does state that shorthand should be taught through the United States Postal Service (PS).

Shorthand was first taught by correspondence in 1840 by Isaac I. Pitman in Bath, England, considered by many to be the father of distance learning. I. Pitman sent postcards to students, instructing them to transcribe passages from the Bible and return them to him via the postal service for review. The Phonographic Correspondence Society, the forerunner of Sir Isaac Pitman's Correspondence College, was formed just three years later in 1843. Twenty-nine years after founding the Society for the Encouragement of Home Education in Boston, Massachusetts, Anna Eliot Ticknor founded the Society for the Encouragement of Home Education in New York City, which was founded on a correspondence school model. Illinois Wesleyan College became the first institution to offer degree programs via correspondence less than a year after the first such program was offered [3].

The first correspondence education appeared in the 1870s and was on the verge of becoming widely available. The Chautauqua Movement of the 1870s is credited with the birth and adoption of adult correspondence education during this time period. When Lewis Miller and John Hale Vincent announced the movement in New York State in 1874, they had in mind a summer program to train Sunday school teachers. Gradually the program expanded to include general education and the arts, as well as additional readings and studies that could be completed at home or by mail. Several "communities" were created throughout the country to conduct educational meetings and workshops. Their summer meetings were well known, but they also offered four-year correspondence courses in reading, in which participants received certificates of completion. After establishing the Chautauqua Literary and Scientific Circle in Chautauqua, New York, in 1878, John Hale Vincent founded the nation's first adult education program and correspondence school, which is still in operation today. Founded in 1883, Chautauqua University became a pioneer in the expansion and correlation of education. Then they used mail, radio and television until they introduced online programs.

An online educational program is defined as a type of distance education that uses computers and the Internet as the delivery method, with at least 80 percent of the course material delivered via the Internet [4]. It was in the 1980s that the use of computers to train new employees became widespread in the corporate world as corporations introduced computer programs to train new employees on the job [5]. When the University of Phoenix began using CompuServe, one of the first consumer Internet services, in 1989, it marked the beginning of the era of online educational programs [6]. The World Wide Web was launched a few years later in 1991, and the University of Phoenix was one of the first institutions to provide online educational programs on the Internet at the time. However, despite being a for-profit school, the University of Phoenix's move into the online education market has prompted numerous reputable institutions as well as non-profit colleges and universities to follow suit [7]. The Alfred P. Sloan Foundation, an established philanthropic, nonprofit grant-making organization, established Asynchronous Learning Networks (ALN) in 1992 to explore educational options for students who were unable to take regular courses in a traditional classroom [8]. And the

for-profit distance education affiliate of the University of Maryland, considered the only school capable of competing with the rapidly growing for-profit University of Phoenix, online closed its doors in October 2001 [9]. As a result of this growth, enrollment at the University of Phoenix increased from 16,000 to 29,000 students in the same year. By 2002, 1.6 million postgraduate students were enrolled in online courses, and six years later the number had nearly quadrupled to more than 3 million. Besides the University of Phoenix, many other online education startups that launched during this period failed to survive the first year or two of operation. Many of these programs were started by brick-and-mortar universities and made available to students via the Internet.

## Conclusion

While a number of challenges have hampered the success of these online schools, a lack of knowledge about online pedagogy and learning styles, and a lack of faculty support for online education, has been perhaps the most significant [9]. A completely new environment for teaching and learning, online education requires a new methodology that is different from the traditional environment of a regular classroom [10]. Faculty have been and remain a vital element to the success of any university, and many brick-and-mortar faculty have resisted the introduction of online education because they are concerned about the quality of education provided through this medium [10]. A huge number of brick-and-mortar colleges have entered the online market with little or no support from their professors, putting their online programs at risk of being phased out entirely. Presidents and vice presidents may have dreams, vice presidents may develop plans, deans and department chairs may try to implement those plans, but nothing will happen without the support of faculty.

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