Improving the Efficiency of Working With Modern Methods and Programs in Distance Learning of a Foreign Language

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Abstract: *With the development of technology, different ways and tools have been developed to help the people in our daily lives. The same is true in the world of education. For years now, e-learning has been included as a supplement to face-to-face classes. Online options were introduced as complements to traditional learning and changing and entirely online courses are being introduced. The same is happening with languages, in this field also online learning is proposed. In this article claim that the positive points of learning languages in online way.*

Teaching languages online is one of the most lucrative career options nowadays, especially as more and more people shift to remote work. It's also one of the most fulfilling — you get to earn from teaching something you know while also helping language learners. However, if you're new to the world of online teaching, the idea of starting from scratch may seem daunting. And even if you have a background in face-to-face teaching, shifting to an online career can still be unsettling.

Keywords: *Foreign language teaching, online learning, Efficiency improvement.*

A number of studies examine the challenges languages teachers have when implementing new technologies and virtual classroom applications. While self-paced online courseware has become increasingly popular over the past decade, English and foreign language teachers understand the importance of blended learning for online language classes.

While the above-mentioned studies document efforts to understand and enhance students' online learning experiences, people should be aware that improvements in students' online learning experiences come at a price for language teachers. For example, Lee [1] discusses the experience of an instructor with significant experience in technology-mediated teaching who spent three extra hours per day in online teaching to improve student satisfaction. For the majority of language teachers, who have limited knowledge of educational technology, the work necessary to achieve the same improvement for learners would be even greater. That may explain why a large number of studies on language teachers focus on their first-time online teaching experiences, their wellbeing (including emotions, identity, agency, and retention), and their pedagogical efforts to enhance teaching effectiveness.

Given that teaching fully online is new to the majority of language teachers, research has investigated language teachers' use of technology as a crucial component of their first-time online teaching experiences. Studies in this area often start with general questions regarding language teachers' perceptions of the advantages and disadvantages of online teaching. The most frequently

highlighted disadvantages include limited student engagement, uncertainty about students' understanding of the learning content, technical problems, and a lack of technological skills. While teachers take primary responsibility for adapting to online instruction, external support is crucial and thus studies such as these argue for the need to provide hands-on and language-specific professional support through language teachers' professional communities.

Morehouse and Beaumont elaborate on how one elementary teacher prepared and delivered real-time live lessons in a metropolitan school; their study presents encouraging findings and demonstrates that successful teaching of synchronous classes is possible with sufficient preparation. Yi and Jang's study, meanwhile, explores two elementary teachers' video-based asynchronous teaching in a small rural school. Their findings suggest that remote teaching generates opportunities for Trans lingual practices and pedagogy, as well as for collaborative teaching. [3]

Research has noted that online teaching has a significant impact on language teachers' emotional experience, identity change, and pedagogical competence. For example, when language teachers do not find their imagined identity (e.g., an entertaining, interesting, and uplifting teacher) to be feasible in the virtual space, they necessarily take on a pragmatic identity, shifting attention to examinations and course quality. In a similar vein, argue that teachers' pedagogical beliefs about teacher roles (i.e. a coach, a guide, or a caring example) have a long-lasting impact on their agentive adoption of online teaching activities, which is sustained in offline class when they resume. While language teachers feel obliged to facilitate student engagement and channel positive emotions through building teacher-student connections, the newly built connections may oblige language teachers to take on unwanted emotional labor and prompt them to seek collegial support in the negotiation of emotional rules. Even with this support, class interaction emerges as a highly demanding task that requires language teachers to enhance their pedagogical competence in multiple aspects, including technological competencies, online environment management competencies, and online teacher interactional competencies.

Another study identifies teachers' perceptions of the factors that have made online teaching more or less stressful during the crisis, including health, freedom, work/life balance, job security, and uncertainty about the future. The findings suggest that language teachers should not only address student wellbeing, especially their socio-emotional needs, but should also attend to their own wellbeing strategically to remain resilient for online teaching. It is noteworthy that these studies move beyond the scope of online teaching and take a whole-person view of language teachers.

Another major line of research has focused on the design and implementation of pedagogical activities to facilitate peer interaction and/or teacher-student communication in online teaching. These studies discuss the value of tele collaboration among students through the building of virtual literature circles and the creation of intercultural projects. The notion of tele collaboration-oriented pedagogy has also been integrated into pre-service language teacher education for pedagogical task design.[4]

These best practices can make remote teaching as effective as possible:

Creating small groups is an excellent way to get to know teachers' students. The instructor can set up these sessions for reading or writing, but they don't even need to be focused on academics. Try talking about the best part of each student's week, or the worst. Let the students vent their frustrations about school and share their hopes for the rest of the year. By allowing them to express their thoughts and feelings, teacher can build trust and mutual respect. Students who feel respected and heard are more likely to stay focused.

Using choice boards is a more successful tool to keep them engaged in small groups. Choice boards offer students different activities in each square of the grid to learn about a single concept. If they're

learning about language, for example, they could watch some short authentic materials, read a text, create a timeline, or write a poem or play about a time period or event. Choice boards help students stay motivated, because the students select their preferred learning path.

Setting goals together. It means that Students always need encouragement, but they need it even more during online learning. Helping your students set goals will go a long way toward keeping everyone on track. If they record their learning goals, track and reflect on their progress to keep them motivated to learn more.

A "classroom contract" is a set of norms and rules created collaboratively and agreed upon by everyone in the class, including consequences for not following the rules and norms. You may need to update the contract periodically to reflect unique situations that arise, but it can be a good reminder for everyone when there are disruptions.

CONCLUSION. Finally, we also acknowledge research-informed efforts to provide a theoretical rationale for online class design. These efforts mainly draw on findings from second language acquisition research to guide the design of online teaching activities, through practices such as implementing models of language task crafting different digital spaces for the technology-mediated remote learning of pragmatics establishing virtual language communities, designing collaborative technology-mediated tasks, and sequencing language production activities. These studies generate important insights for language educators to make informed pedagogical decisions in designing and refining online instruction, leading to enhanced teaching and better student learning.

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