

tools, including communication tools, which allow organizing educational interaction both in constant contact and separated by space. and time of subjects of training.

In the scientific and methodological literature, there are numerous nominations of environments in a wide range of subject areas developed for a different contingent of students: "information subject environment", "innovative learning environment", "integrated learning environment", "virtual learning environment", "information and educational environment", "computer learning environment", "information and educational space".

It seems to us appropriate to operate with the concept of a virtual learning environment (VLE), since it most fully reflects the specifics of the educational process in distance learning (its software is located on the server of the educational institution, which allows network and full-time teachers, using electronic resources and tools, to implement learning interaction with its users).

VLE is based on three components: substantive, organizational and technological.

1. The content component is a structured information and educational content of the environment, which includes electronic and printed learning tools, reference and information and educational resources, didactic support for the educational process and general-purpose tools.

2. The organizational component provides for the planning, organization and conduct of the educational process using a variety of methods and organizational forms in relation to various models of distance education.

3. The technological component is based on specially developed software, consisting of a certain set of computer shells and includes an invariant set of components / functional blocks.

In this article, we will consider the structure of the virtual learning environment in terms of its technological and content components.

I must say that such environments are being developed today at all levels of education (from school to university) for a wide range of disciplines, including in the field of teaching foreign languages, making it possible to organize educational interaction between subjects of education.

The technological basis of such learning environments is software or software shells / platforms (LMS), widely represented by foreign companies in the educational services market, including Docent, Prometheus, Orox, e-learning, WebTutor, Avanta ", xDLS, Redclass, WebClass, TeachPro_DL, Moodle, WebCT, WebTutor, Lersus, elearning Server 3000, etc.

Our analysis of these computer platforms indicates that not all software shells can be used in the development of virtual environments for full-fledged distance learning of a foreign language. This is due to a number of reasons.

- Firstly, as our experience in developing a virtual environment for teaching English as a foreign language has shown, a non-specialized learning environment is implemented

using software tools, and software, together with pedagogical technologies, are embedded in as components (subsystems) in a virtual learning environment (I.G. Zakharova expresses a similar idea). Software authors do not always take this feature into account, which leads either to limiting the didactic tasks that methodologists-developers set for themselves or to changing the content of the virtual learning environment.

- Secondly, when creating structured virtual language learning environments, it is important to take into account the specifics of the subject area "foreign languages" - the practical orientation and communicative-activity basis of learning, when the content of learning is not the acquisition of a set of knowledge, but the formation of a whole range of communicative competencies necessary for practical language proficiency in various areas and situations of communication.

- Thirdly, it is required to ensure the full functioning of six types of interactivity: student-student, student-teacher, student-content, teacher-teacher, teacher-content, content-content [2], which are especially necessary when teaching a foreign (English) language.

In order to take into account such content of education, it is necessary to develop a specialized learning environment - a virtual language learning environment (VLLE) (Virtual Language Learning Environment), which would give students the opportunity to make the most efficient use of various educational and educational information and electronic resources, as well as interactive and search services provided by Internet technologies for immersion in the environment of the language being studied and organization of remote interaction between all participants in the educational process.

As our studies have shown, VLLE has a powerful educational potential, which, under certain conditions, can be used in the system of distance learning in a foreign (English) language. To this end, for its full-fledged functioning, the VLLE should be based on software specially developed for it, include an invariant set of components and a set of information elements filling each component.

The invariant set of VLE components should contain the following blocks: informational, educational, communication, controlling, resulting, methodical, teacher block, control block, developers block, commercial block, tool block [3].

If the component composition of the VLSE is a constant value, then the elemental composition of the virtual learning environment of English as a foreign language is a variable value, since the elements of the environment can vary depending on the goals, the content of the training and the use of certain teaching, applied and tools in the educational process.

It should be noted that the variability of the VLE can be determined by the ways of implementing this specific learning environment and the technical capabilities of the software used to create it. As the analysis of the scientific and methodological literature and many years of experience in developing such environments shows, a virtual environment for teaching a foreign (English) language can be implemented on the basis of

an electronic learning resource (network textbook, network textbook, network educational and methodological complex).

Let us dwell on the description of the VLLE on the basis of an electronic textbook and an educational and methodological complex.

These types of VLLE and their software are universal and applicable for organizing distance learning in any foreign language. But since the development of the environment and the software shell was carried out in an educational institution that teaches the English language in a foreign-language audience, when creating content, the authors focused on meeting the communication and information needs of foreign students of intermediate and advanced levels of English language proficiency. The language of the mass media was chosen as an aspect of teaching this category of foreign students, and the content of the training was the formation of skills for perception and understanding of authentic materials of the English press, television and Internet sites.

The structure of the VLLE based on the interactive online textbook includes the following elements:

- a network textbook built on a modular basis (where each module has a complete structure and can be used independently), with a built-in system for automated monitoring of the results of passing the educational material and feedback from the tutor;
- information and didactic support of the electronic textbook (guidelines for students and teachers, links to electronic media);
- teacher's web page, which allows the teacher of distance learning to view the written work of their virtual students (statement, translation), keep statistics on the completion of tasks, make corrections to students' work, write comments on the work, keep a progress log, etc. Thanks to this shell, the teacher and the user can communicate in the feedback mode necessary to implement the principle of interactivity of the educational electronic resource;
- Web page "Teacher's Room", which performs the functions of a kind of virtual dean's office, where virtual students working on the materials of a network textbook are distributed among teachers who monitor the passage of educational material, check and comment on completed tasks.

The structure of the VLLE based on the network educational and methodological complex "English language remotely (based on the media)" includes such elements as:

- a set of varied training programs;
- electronic catalog of links to English-language electronic media;
- a comprehensive web page of the student - which performs the functions of a test system, individual planning, workbook and portfolio. Its main elements:
 - > entrance, intermediate and final tests;
 - > an individual student program compiled by the teacher based on the results of testing;

> an electronic workbook containing tasks and exercises selected by a personal network teacher to be completed, followed by error correction, commenting and making recommendations;

> language biography of the student (questionnaires, certificates and official evidence of the results of previous studies in electronic form);

> language portrait of the student, compiled on the basis of the entrance, intermediate and final testing;

> student's personal page, which accumulates complete information about the practical use of the language during the period of study and the acquired experience of intercultural communication (all written work of the student, the results of individual projects on the topics studied);

- teacher's web page, which gives him the opportunity to view the written work of his virtual students, keep statistics on assignments, write comments on the work, keep a progress log and communicate with students in feedback mode;

- a discussion forum in which remote students communicate with the tutor and among themselves during virtual discussions on topics declared by the teacher, in the process of collecting material for conducting educational talk shows, discussing issues related to project activities in mini-groups, cooperation, reference assessments of educational telecommunication projects prepared by other students;

- electronic dean's office, which contains lists of students with identifying data, students are distributed into groups and assigned to one or another teacher, the class schedule is "posted", dates for passing the test are set;

- electronic accounting designed to place orders for the purchase of electronic materials posted in the VLLE, subscribe to educational services of a network teacher-a-consultant and provide access to paid orders. The developers of the VLLE EFL "English language remotely (based on media materials)" have developed a flexible ordering system and provide for various payment methods for the provision of educational services, including electronic.

CONCLUSION

The virtual language environment operates on the basis of the Dist-learn authoring network platform, which at this stage of its development provides users with ample opportunities to create and place materials for various purposes on the network, quickly make changes to content, remotely control the self-learning process, save, record and analyze its results. , the implementation of electronic educational and real communication in the form of teleconferences, and can be considered as a model for the formation of similar environments aimed at other categories of foreign students and supporting effective learning of English as a foreign language.

This ELE is applicable to various DL models, including "networked", "networked and case", "mixed" and "distributed class".

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YANGI O'ZBEKISTON – YANGI QO'SHNICHILIK

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Annotatsiya: Ushbu maqolada O'zbekiston Respublikasining so'nggi yillarda Markaziy Osiyo davlatlari bilan olib borayotgan ijtimoiy-iqtisodiy va siyosiy hamkorligi ochib beriladi, shu bilan birga Markaziy Osiyo atamasi va uning kelib chiqishiga batafsil to'xtab o'tilgan.

Kalit so'zlar: *Markaziy Osiyo, O'zbekiston, Qozog'iston, Qirg'iziston, Tojikiston, Turkmaniston, Afg'oniston.*

NEW UZBEKISTAN IS A NEW NEIGHBORHOOD

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Annotation: *This article describes the socio-economic and political cooperation of the Republic of Uzbekistan with Central Asian countries in recent years, as well as the term Central Asia and its origins.*

Keywords: *Central Asia, Uzbekistan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Afghanistan.*

НОВЫЙ УЗБЕКИСТАН – НОВОЕ СОСЕДСТВО

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Аннотация: *В статье описывается социально-экономическое и политическое сотрудничество Республики Узбекистан со странами Центральной Азии в последние годы, а также термин «Центральная Азия» и его истоки.*

Ключевые слова: *Средняя Азия, Узбекистан, Казахстан, Кыргызстан, Таджикистан, Туркменистан, Афганистан.*

KIRISH

“O'zbekistonning tashqi siyosatida Markaziy Osiyo – bosh ustuvor yo'nalish” tamoyilini amalda tatbiq etishga kirishdik. Natijada mintaqamizda mutlaqo yangi siyosiy muhityaratildi, o'zaro ishonch va yaxshi qo'shnichilik asosidagi aloqalar mustahkamlanmoqda. Turkmaniston va Qirg'iziston bilan strategik hamkorlik o'rnatildi. Qozog'iston bilan strategik hamkorligimiz yangi bosqichga chiqdi. Tojikiston bilan hamkorligimiz har tomonlama mustahkamlanmoqda. Qo'shni Afg'oniston Islom