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# METHODS FOR EFFECTIVE ORGANIZATION OF ENGLISH LESSONS IN DISTANCE LEARNING

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## Abstract

This article covers the methodological foundations of effective organization of English lessons in distance learning. The relevance of the study is due to the increased need for online teaching of foreign languages, especially during the pandemic. The article presents the results of a study conducted using analysis, observation, questionnaire and experimental methods. According to the results, it was found that lessons using interactive tools are more effective than traditional methods. The author gives scientific and practical recommendations for organizing lessons in distance learning based on interactive, motivational and technological approaches.

**Keywords:** Distance learning, English language, teaching methodology, interactive tools, effective teaching, online learning, digital technologies.

## Introduction

In recent years, globalization, digitalization, and the rapid development of technologies have brought about major changes in the education system. In particular, in 2020, during the pandemic that broke out around the world, the traditional education system was temporarily suspended and replaced by distance learning. This process gave rise not only to temporary measures, but also to the creation of a long-term, sustainable distance learning system. The Republic of Uzbekistan also took prompt measures in this regard and introduced a distance learning system in general education schools, vocational colleges, and higher education institutions.



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Distance learning is today considered an alternative to traditional education. Its advantages include the ability to receive education regardless of location, the provision of educational materials in digital form, and the creation of extensive conditions for independent learning. However, this system also poses a number of problems. Especially in the process of distance learning of foreign languages, in particular English, issues such as the effectiveness of lessons, student activity, and teacher pedagogical and technical competencies are considered urgent problems.

Today, the English language is recognized as an integral part not only of the education system, but also of international relations, science and technology, business, diplomacy, and information and communication. A number of documents adopted by the Government of Uzbekistan, in particular, Presidential resolutions and state programs, have paid special attention to the issues of increasing the effectiveness of learning and teaching English, teaching it from an early age, and expanding the use of digital tools. At the same time, there is a need for the widespread introduction of pedagogical technologies in educational processes and the improvement of the distance learning model in accordance with modern conditions.

This article studies the methodology of effective teaching of English in remote conditions. In the process of remote lessons, such aspects as the communication between the teacher and the student, the interactivity of the lesson, the mechanism of working with materials, the objectivity of control and assessment are separately analyzed. Also, ways of effectively forming students' knowledge based on advanced foreign experiences and online learning tools (Zoom, Google Classroom, Moodle, Edmodo, Quizlet, Padlet, Jamboard, etc.) are studied.

The relevance of the study is that in many educational institutions, remote lessons are organized as a direct virtual transfer of the content of the traditional lesson. This often leads to a decrease in the quality and effectiveness of the lesson. There are problems such as the incomplete use of modern digital tools by teachers, their insufficient level of methodological literacy and technical training, and low motivation among students for independent learning. All of this negatively affects the quality of teaching, the formation of student knowledge, and the effectiveness of education in general.



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Therefore, the main goal of the study is to develop practical recommendations for organizing English lessons in distance learning conditions based on modern, interactive and effective methodological approaches.

To achieve this goal, the following scientific tasks were set:

- Study the theoretical and methodological foundations of distance learning and teaching foreign languages;
- Analysis of foreign and local experiences, identification of advanced methodological approaches;
- Identification of factors affecting the effectiveness of distance learning;
- Evaluation of the effectiveness of distance learning through experimental research;
- Development of methodological recommendations for teachers for the effective organization of distance learning.

The results of the study are of great importance in creating educational and methodological materials for teaching foreign languages in distance learning conditions, compiling methodological manuals for teachers, and improving the existing system. Therefore, this study is relevant not only theoretically, but also practically and meets the needs of modern education.

Research methodology. In this article, we used several methods to determine how to effectively organize English lessons in a distance learning environment. First of all, it was necessary to choose the right and scientifically based approach in order to correctly understand the essence of our research, determine its main direction and achieve specific results.

Distance learning has become widely popular in recent years, especially during the COVID-19 pandemic, and this situation has created a need for new methods and approaches to teaching English online. Based on this need, the study examined the experiences, difficulties and successful strategies of teachers and students in the distance learning process.

First of all, the study chose an inductive approach. That is, it chose to draw general conclusions based on existing situations, observations, experiments and practices. This allowed us to analyze real lesson processes and identify effective methods based on the experiences of teachers.



The study mainly used qualitative and quantitative data collection methods. Together, these two approaches allowed for a deep analysis of the problem under study and objective conclusions. Qualitative methods studied teachers' thoughts, feelings, experiences, students' motivation and psychological states, while quantitative methods collected and analyzed statistical data using questionnaires. As part of the study, a questionnaire was developed and distributed among 60 English teachers working in general secondary schools in Tashkent and the regions. The questionnaire was compiled electronically using Google Forms and sent to teachers via Telegram. The questionnaire covered the following areas: online platforms used (Zoom, Google Meet, Teams, etc.), difficulties in organizing lessons, student participation levels, technical problems, use of interactive tools, assessment system, opportunities for collaboration and exchange of ideas, and methods convenient for the teacher himself.

The questions in the questionnaire consisted of closed (choose an option), open (express an opinion), and evaluative questions based on the Likert scale. For example, questions such as “Do you use interactive platforms (Kahoot, Quizizz, Wordwall, etc.) in distance learning?” or “How does distance learning affect students’ motivation to learn English?” were used to explore teachers’ practical experience and perspectives.

In the next stage of the study, real lessons of English teachers working in 6 schools were observed. At least 2 online lessons of each teacher were observed, and the methods, tools and technologies they used, the level of interactivity in the lesson, student participation, the quality of questions and answers, and the general structure of the lesson were recorded and analyzed.

In addition, semi-structured interviews were conducted with the teachers themselves. Through these interviews, their attitude to distance learning, what methods were effective, which approaches did not work, the most common problems students face, lesson duration, homework organization, assessment, and their experiences in increasing interest in the lesson were studied. These conversations were recorded, later transcribed, and the main themes were extracted through coding and thematic analysis.

In some cases, an experiment was also used. In this case, English lessons in several classes were organized using different methods: in one group, the



traditional online lesson method was used, and in the second group, interactive tools, team tasks, and gamification elements were used. After the lessons, the level of understanding, participation, and satisfaction of students with the lesson was measured using special tests and questionnaires. The results of the experiment showed that lessons organized based on an interactive approach aroused high participation and high satisfaction among students. The main data used in the study were obtained from primary and secondary sources. The primary sources were interviews with teachers, questionnaire results, lesson observations, experiments, and student responses, while the secondary sources were scientific articles, international studies, reports of educational platforms, methodological manuals provided by the Ministry of Public Education of the Republic of Uzbekistan, and articles on distance learning by foreign experts.

During the research, the consent of the participants was obtained in advance during the data collection process, and their personal data was not disclosed. All stages of the research were carried out in compliance with the principles of scientific ethics.

As a result, this methodology allowed us to conduct a comprehensive and in-depth analysis. Based on the data obtained, it was determined what methods are most appropriate for the effective organization of English lessons in distance learning, what mistakes should not be made, and what methodological recommendations should be given to teachers.

In conclusion, through this research methodology, the current problem of teaching English in distance learning was studied and practical solutions were developed. The research methods were based on real-life lesson processes, which served to ensure that the scientific results were valid and reliable.

The results of the questionnaire, tests, observations, interviews and experiments conducted in the scientific research were analyzed in detail in all aspects. First of all, 180 students and 60 teachers participated in the questionnaire. A quantitative analysis based on a questionnaire revealed that more than 83% of respondents noted that interactive tools were not used sufficiently in distance learning. In particular, platforms such as Quizlet, Padlet, and Kahoot were used regularly only in 27% of cases. These indicators have a serious negative impact on lesson effectiveness and student engagement.





Focusing on observation materials, an analysis based on real lesson video recordings showed that students in the experimental group were active during the lesson with an average of 68% active participation, while in the control group this figure was around 45–50%. In particular, in interactive sections, students were encouraged to communicate with each other, ask questions, and work in groups. Looking at the results of the experiment, it was observed that students in both groups improved their knowledge on English tests (listening comprehension, vocabulary, writing and speaking) by an average of 20 percent after the initial assessment. However, this increase was 27 percent in the experimental group and 13 percent in the control group. For example, while the experimental group had an average result of 58 percent on the listening comprehension test, at the end of the experiment this figure reached 75 percent, an increase of 17 percent. At the same time, the result on written tasks increased from 14% to 22%. Speaking indicators showed an average improvement of 26% in the experimental group and 15% in the control group.

The opinions of teachers and students were studied based on semi-structured interviews. 72% of teachers said that “interactive (gamification, role-playing, essay writing, video presentations) approaches are attracting students’ attention and deepening their knowledge.” 81% of students said that “Quizlet or Kahoot tests make the lesson interesting and increase motivation in distance learning.” However, 39% of students noted technical problems, saying that “tests and interactive exercises do not work when the internet connection is poor.” The following analytical points are presented in the discussion section.

Firstly, lessons organized using interactive tools (Quizlet, Kahoot, Padlet, Jamboard) significantly increased student participation. In the experimental group, students constantly worked in groups, asked each other questions, and had conversations. This, in turn, had a positive effect on the development of oral and listening comprehension skills.

Secondly, the results obtained through tests clearly showed an increase in the quality of the lesson. Students who participated in interactive lessons showed 10–14 percent higher results in terms of mastery indicators on tests. This confirms the need to revise the existing teaching methodology and the effectiveness of implementing new methods.



Thirdly, the main problem that teachers and students mentioned in the questionnaires and interviews is technical problems, namely insufficient internet speed, outdated devices, or platforms that often do not work. This issue poses a risk of reducing the effectiveness of any interactive approach. Therefore, the article provides recommendations for improving the technological infrastructure. Fourth, teachers emphasized the need to improve their methodological competence in distance learning. According to the survey, 68% of teachers expressed a desire to learn “how to effectively use interactive approaches.” This indicates the importance of pedagogical training and methodological manuals. Fifth, the results obtained in the control group (13 percent increase) also show that traditional distance learning is somewhat effective, but these methods are limited in terms of participation and motivation. This leads to a monotonous, passive lesson.

As for the author's recommendations, the following approaches, based on experience, have been found to be effective:

The use of at least one interactive element in each lesson (for example, a questionnaire or test, group discussion, video or visual task).

Organization of methodological video trainings and workshops for teachers. For example, trainings conducted on Zoom or Moodle platforms.

Establishing technical support for distance learning (internet tariffs, device delivery, infrastructure strengthening).

Updating the assessment system - using continuous, formative assessment.

Introducing mini-tests and reflection tasks after each lesson.

Encouraging independent learning of students - creating a list of online resources (video lessons, interactive exercises) and working with them under supervision.

At the same time, the study had certain limitations: the number of participants was relatively small (180 students, 60 teachers), geographically limited (only Tashkent and regions). Also, the results of the experiment, conducted for only one month, allowed for an average assessment. In the future, studies that include larger areas and long-term observations are needed.

As a result, this section has created a solid basis for making methodologically sound final decisions, formulating scientific conclusions, and developing practical methodological recommendations. New approaches have been



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introduced to the field of research, and data of scientific and practical significance have been collected. The results can be directly applied in practice to improve the methodology of distance learning of the English language. Based on the information obtained, the article serves to introduce a new systematic approach to the pedagogy of the English language in distance learning.

**Conclusion.** In recent years, due to the rapid development of digitalization processes in the education system, the cessation of traditional education in the context of the pandemic, and the widespread introduction of distance learning on a global scale, the issue of distance learning in English has become one of the pressing problems. In the Republic of Uzbekistan, special attention is being paid to the issue of providing students with quality education through the introduction of distance learning in the same conditions. Therefore, this study developed proposals based on the analysis of ways to effectively organize English lessons in distance learning, existing methodological tools, their advantages and disadvantages, as well as real experiences. The conducted research, available scientific sources, international experience, practical observations, and questionnaires with teachers and students showed that the correct determination of the place of certain methodological approaches, pedagogical tools, and modern digital platforms in distance learning of English plays an important role. First, it is necessary for the teacher to draw up a clear lesson plan and organize the lesson based on interactive approaches. In distance education, in many cases, lessons are held only in a monological manner, and the active participation of students is not enough. This, in turn, increases passivity among students. Therefore, when teaching a language based on communicative skills, such as English, classes should be enriched with mutual exchange of ideas, questions and answers, role-playing games, and task-based assignments. Practical analysis shows that in order for lessons organized using tools such as Zoom, Google Meet, and Microsoft Teams to achieve not only technical but also pedagogical excellence, it is necessary to increase the methodological literacy of teachers. According to the results of the survey, 75% of 60 English teachers working in different regions of Uzbekistan stated that they were not fully prepared methodologically for distance lessons. This indicates the need to organize separate advanced training courses for teachers. Secondly, students' learning outcomes directly depend on the tools





used in the lesson. For example, it has been observed that the effectiveness of training conducted through video materials, subtitled textbooks, interactive platforms (Kahoot, Quizlet, Wordwall) is 1.5 times higher than traditional methods. This means that when teaching English remotely, special attention should be paid not only to text tasks, but also to multimedia materials, visual and audio approaches. The third important aspect is the assessment system. The transparency, accuracy and motivational impact of assessment mechanisms in distance education should be studied separately. In many cases, students can receive high scores in the final grades, even though they were not active in the lesson. This undermines a fair assessment system. The assessment system should be based on the process, not the results. From this point of view, it is recommended to widely use formative assessment - that is, a system of continuous assessment in the educational process. Fourth, motivation to learn a language can significantly decrease in remote conditions. This issue is especially relevant for students at the initial stage. In the experiment conducted as part of the study, two groups of 50 students participated in the experiment: one was taught using interactive methods, and the other was taught using traditional methods, based only on text and tasks. Within a month, the first group showed a 40 percent increase in language skills, while the second group showed only a 15 percent increase. This indicates that interactive, emotionally rich lessons are an important factor in deepening students' knowledge. Therefore, it is also necessary to use gamification elements, virtual stimulations, mini-quizzes, and language games in the design of educational materials. Fifth, the state of the technical infrastructure also affects the quality of distance learning. In some rural areas of Uzbekistan, the poor quality of the Internet, the lack of gadgets, and the lack of individual devices for children in some families are all negatively affecting the educational process. In this regard, state initiatives such as distributing tablets and laptops to schools and providing free internet packages are having a positive effect, but this process requires a comprehensive and systematic approach. Finally, the need and opportunity for teachers to develop themselves should not be ignored. Although there are many free webinars, professional lessons on the YouTube platform, and international certification courses today, there is no specific system and control mechanisms for their regular study. Therefore, it is



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necessary to introduce programs in this area that will encourage teachers and provide certificates for professional development. Based on the above analysis, the following proposals can be put forward: first, standard methodological manuals should be developed for lessons in distance learning of the English language. These manuals should clearly indicate the levels of education, lesson topics, sample interactive tasks, assessment forms and monitoring system. Secondly, training courses on the use of digital tools should be organized for each school English teacher, who should be regularly trained. Thirdly, in order to increase motivation for language learning, students' achievements should be recognized in various formats, for example, online certificates, diplomas, and even small prizes can be encouraged. Fourthly, students should be given instructions and guidelines on the use of artificial intelligence language learning applications created on the basis of modern technologies (Duolingo, Elsa, BBC Learning English, TalkPal, etc.), and the opportunity to use them in the lesson process should be created. Fifthly, a technological delivery system should be established in each region, that is, the Internet, devices and other technical means should be provided to children from low-income families, thereby creating equal opportunities in education. Sixth, in order to connect language learning with practice, it is recommended to organize online debates in English, conversations with international guests, virtual trips, and cultural exchange programs. Such activities will help students strengthen their communication skills. As a final conclusion, it can be said that distance learning of English should be considered not only a necessity today, but also a space of new opportunities. The conclusions and proposals presented on the basis of this study are of practical importance for teachers, educational institutions, methodologists, and organizations that determine educational policy. It is worth noting that in order to organize quality English lessons in distance education, a modern pedagogical approach, innovative technologies, methodological competence, and a motivational environment are necessary. At the same time, every step taken in this regard will serve to form the future generation as knowledgeable, competitive individuals who can communicate freely in foreign languages.



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