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## **POSSIBILITIES OF APPLICATION OF DISTANCE EDUCATIONAL TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES**

With the development of information technologies, the formation of the distance education system is proceeding at a rapid pace. The introduction of distance learning is becoming the basis for the system of lifelong education, in which technological means and information educational technologies allow not only changing the methodology for mastering an increasing amount of knowledge, but also introducing a detailed assessment and self-assessment of the learning process, and increasing self-educational activity of a person [1].

For the successful development of the information society, it is necessary to provide mass personality-oriented lifelong education through the use of modern technologies of distance learning (DL) [4].

The need for informatization of education based on the widespread use of distance learning forms dictates the need for a comprehensive study of the existing experience and theoretical developments.

It should be noted that in many countries different definitions of distance education and learning are used, such as virtual, open, online, electronic, and universities, in which more than 100,000 students from different countries of the world study remotely, belong to mega-universities [4].

Distance learning in higher education has developed in two opposite directions: the American and British teaching models. The American School of Distance Learning (synchronous) is an analogue of full-time education, with the only difference that the pedagogical process is organized in the form of frequent periodic contacts between a teacher and a student at some distance between them in the On-line mode using network information technologies [7].

Today, along with the traditional way of acquiring knowledge, DL is used everywhere in the United States for various purposes - from preparatory courses for entering a college or university to obtaining an advanced degree or continuing education. Training takes place using electronic handouts. The student receives all the necessary information, assignments for laboratory and practical work, and forms of knowledge control from the Internet from the corresponding Web page. The teacher at regular intervals conducts an On-line lecture (via chat or video conferencing systems).

The advantages of such a system are undeniable: broad communication in the student environment, computer processing of learning outcomes [7].

British model of DL (asynchronous) - the interaction of the subjects of the pedagogical process occurs periodically, but with long periods of time (up to six months). Students, as in the American model, can purchase all the necessary

information through the Internet on the university website, but contacts with teachers are more often carried out offline through a forum or e-mail. This learning model, developed at the Open University in the UK, is understood as a form of distance learning using information and network technologies and is aimed at people with a high level of self-organization. The quality of education when using this model is ensured by:

- sets of handouts, developed by teachers and necessary for self-study;
- organization of a system of pedagogical support for students;
- a system of certification and centralized monitoring of the quality of education [7].

A great contribution to the development of DL in the CIS countries was made by: the rector of the Modern Humanitarian Academy (SGA, Moscow), professor Karpenko

MP; Rector of the Moscow State University of Economics, Statistics and Informatics,

Professor VP Tikhomirov; Rector of the Kharkov Humanitarian and Technical Institute

(GTI), Professor L.N. A satellite educational technology has been created in the SGA,

which allows autonomously providing educational centers in the CIS with educational

and methodological materials: computer training programs, databases, an electronic

library, television and video lectures, etc., and conducting training sessions using electronic educational places of various types.

The problem of organizing the educational process in a distance form is extremely relevant. Its relevance is due to several reasons. First of all, the stubborn reluctance of the overwhelming majority of organizers of distance learning to recognize the fact that it should be not so much about the use of information technologies for the assimilation of certain knowledge, but about the organization of the modern educational process, i.e. about the interaction of the teacher and students, students among themselves, separated by a distance, to achieve specific learning goals. Moreover, it is important to keep in mind that we are not talking about self-education, which is often also identified with distance learning, if the course is posted on network or on CD. We are talking specifically about the educational process, where the role of a teacher, teacher, of course, is somewhat different than in full-time, however, no less important. Learning objectives have changed dramatically in the Information Society era. The first place comes not just knowledge, but the ability to apply this knowledge to solve a variety of life, professional problems. The quality of education is now associated with the concept of a specialist's competitiveness, his competence, which primarily involves the ability to work with information, make independent informed decisions [2].

In recent years, universities around the world have paid attention to the possibility

of using computer telecommunication technologies for teaching foreign languages at a distance. Currently, on the Internet, you can see in the free access a fairly large number of such courses, the overwhelming majority of which are intended for self-education.

However, the problem of self-education based on autonomous courses that do not involve regular communication with the teacher in the study of foreign languages is becoming especially acute, despite various attempts to give such courses elements of entertainment and communication [3]. In other words, the success and quality of distance learning to a large extent depends on the effectiveness of the organization and the methodological quality of the materials used, as well as the leadership and skill of the teachers involved in this process. Technically, the problem of distance learning can currently be solved in different ways: modern information technologies provide almost unlimited possibilities in the placement, storage, processing and delivery of information of any volume and content to any distance.

Currently, the organizational and pedagogical capabilities of distance learning are implemented using almost all available telecommunication services, such as email, thematic mailing lists, conferences, chat, ICQ, web conferences, message boards, etc.

[5]. According to the author of the article, among the many services, the most effective and accessible in distance learning at the moment is e-mail.

In these conditions, the pedagogical, content-based organization comes to the fore in the distance learning system. This refers not only to the content of the materials for assimilation, but also the structural organization of the educational material and teaching methods. Therefore, it is important to understand on what conceptual pedagogical provisions the distance learning course in foreign languages is based.

- At the center of the learning process is the independent cognitive activity of the student.

- In distance learning, the student must have the skills to work with authentic information, which he encounters in various Internet resources: electronic reference books and dictionaries.

The problem of cooperation and communication not only with the teacher, but also with other partners is one of the central ones in distance learning a foreign language.

- The system of control over the assimilation of knowledge should be systematic, built both on the basis of operational feedback (incorporated in the text of the training

material, as well as in the organization of an operational appeal to a teacher or a course consultant), and delayed control in the form of testing, presentations, creative works .

Recently, for such purposes, more and more special Web pages are used, which can be organized by each student or group of cooperation [3].

The specificity of the subject "foreign language" lies in its activity basis, which

provides for the need to provide each student with sufficient practice in the appropriate type of speech activity to form appropriate skills. At the same time, the study of foreign languages, as the long history of the development of the method shows, is most effective if it is based on three basic laws:

1. When mastering any type of speech activity, it is necessary to rely on auditory motor skills, i.e. teaching any kind of speech activity should be based on oral exercises (hence the importance in such courses of the sound basis either in the network version or on the basis of CD-ROM);
2. Mastery of a foreign language provides for the need to rely on the native language of the learners, which ensures a conscious and, consequently, a more solid mastery;
3. Regardless of the chosen method of learning a foreign language, teaching must be built in such a way that a system of language is formed in the mind of the student [3].

Thus, the following factors are important for the organization of distance learning in foreign languages: (1) selection and organization of language material in accordance with the goals and objectives of the course (this should only be authentic material); (2) structuring the course, its methodological and technological organization (hypertext technologies, Web pages); (3) clear planning of the work of the group (organization of small groups, conferences, including, if possible, audio and video conferences, organization of systematic reporting - individual, group); (4) organization of constant consultations with the teacher and the server curator; (5) establishing and skillfully maintaining a positive emotional background in the group as a whole and for each student individually [1].

Distance learning is built around a curriculum, textbook (printed or electronic), lesson-less guidelines and teacher instructions. Like a "traditional" lesson, a distance lesson can include the stages of presentation of new language material, the development of speech skills and language skills, the productive use of the studied language units in speech (oral and written), control of the formation of skills. Within the framework of a distance lesson, a special place is given to the development of students' skills of self-assessment and student reflection, since most of the educational material is mastered independently in an autonomous mode. As with the usual form of teaching, these elements are not always present in every lesson. Some lessons can be aimed at the formation of speech skills (listening, reading, speaking, writing), others can be built around the introduction of new language material (grammatical or lexical) or the development of already known material, etc.

When developing distance lessons, special attention should be paid to writing instructions for students, their methodological accuracy and clarity. In addition, the goals and objectives of the lesson should be communicated, as well as the requirements for completing the tasks and the criteria by which the results will then be assessed.

Within the framework of a distance lesson, at the stage of presentation of new material, various types of CRCs, animations, illustrations, drawings, interactive tables with rules and examples, educational texts, educational dictionaries, electronic language games, etc. can be used.

At the stage of development and practical use of the introduced language units, interactive tasks can be used, and the supply of an automatic verification system. The control stage is usually carried out using tests, which can also be interactive tasks.

Thus, at the moment, the English language teacher has a fairly large selection of digital educational resources, different in type and content. Despite some current problems (for example, the lack of electronic CRM sets for specific teaching materials, the difficulty of teaching speaking skills), the use of a distance form for teaching students English is quite possible and advisable. The main function of such educational materials is visual and illustrative, they are used, as a rule, at the stage of presentation of new material.

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Consequently, the concept of "distance learning technology" can be defined as the external side of the organization of the learning process, implemented using a set of organizational tools that ensure the interaction of territorially distant subjects of the learning process. When developing a model of distance learning in foreign languages, it is necessary to take into account, on the one hand, the didactic properties and functions of telecommunications, the availability of multimedia as a technological basis for teaching (graphic and video images, animation, sound), and on the other hand, the conceptual directions of the didactic organization of such learning as an element of the general education system at the modern level [6].

According to official documents on the use of distance learning in the Russian Federation, there are 3 main types of distance learning technologies (DLT): Case, Internet (network) technology and telecommunications technology. The general requirements for the conduct of the educational process using distance technologies are the presence of all components of the educational and methodological complex in an electronic version (EUMK - electronic educational and methodological complex) and the organized independent work of students in the study of the discipline. The basis for the development of distance learning is the availability of all educational and methodological materials on electronic media - electronic support for traditional education as the first level of distance learning [6].

The case technology is based on the use of educational and methodological sets (cases) in the self-study process - text, auditory and visual materials on various types of information carriers. The advantages are determined by simplicity and ease of use.

The disadvantages are that the student is deprived of communication with the teacher, so additional consultations need to be organized. Note that case technology can be considered as a stage of creating a network, therefore, the emphasis in the requirements is made on electronic media and electronic means of delivery of a package of educational and methodological materials, in particular, "cases" can be enhanced with electronic versions of educational texts.

To date, distance learning technologies based on the use of computer networks and various kinds of software have gained the greatest popularity due to their relatively low cost and availability. On the other hand, network technologies are derived from telecommunication technologies and case technologies. In the presence of special equipment (personal computers, web cameras and other technical means) and software, it is possible to organize teleconferences (lectures, seminars) of a teacher and a listener in on-line mode, or send training pre-prepared printed, audio or video materials, communicate through forums or by e-mail in off-line mode [7].

Allocation of three levels for distance learning - electronic support, case technology, network technology - is fundamental. An analysis of the practice of organizing DL shows that in accordance with these levels, technological (software) equipment, requirements for educational and methodological materials, methods of organizing the study of disciplines, requirements for the teaching staff who implement it, as well as standards for the material and technical equipment of educational places, branches, representative offices [6].

So, all of the above gives grounds to assert that distance learning is a purposeful process of interaction of subjects of learning with each other using computer and communication technologies, which endows the learning process with indifference to the spatial location of the student and teacher. The educational process takes place in a specific pedagogical system, the elements of which are technologies, methods, forms and means of teaching [7].

Distance learning methods, as integral parts of any pedagogical technology, acquire special significance and specificity in the context of a large proportion of students' independent work. On the other hand, teaching methods are manifested in the dialectical unity of teaching methods (a system of techniques for the implementation of pedagogical activity) and teaching methods (a system of techniques and rules for a student's educational activity). Such a dualistic approach to the choice of distance learning methods can significantly increase the effectiveness of the teacher's presentation of educational material and its perception by students. Distance learning, being an attribute of the new information society, is not an end in itself, but a form of



implementation of open education and it is possible only with the use of new technical and technological means. These funds can have an effect if they are used to implement new modern principles of education of people [7].

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