WAYS TO INCREASE THE WORK EFFICIENCY OF FUTURE TEACHERS OF FOREIGN LANGUAGES DURING ONLINE LEARNING

Abstract. The economic, political and social changes taking place in our country make it necessary to accelerate the reform of the education system. Thanks to this, an innovative, promising form of organizing the educational process is developing - distance learning, which opens up wide opportunities for providing educational services.

A foreign language as a means of intercultural communication plays an important role in the modern conditions of socio-economic and political development of Ukraine. Various computer technologies, Internet resources, digital devices, Web 2.0 technologies, and distance learning are increasingly used in the education system. However, the unsystematic use of modern information technologies in the educational process indicates a problem of a pedagogical nature that requires an immediate solution.

The purpose of the article is to determine ways to improve the work efficiency of future teachers of foreign languages during online learning. Features of the use of interactive services for the organization of effective distance learning of the English language in the educational process.

A detailed examination of the peculiarities of teaching foreign languages in the conditions of distance learning in the modern information and educational environment noted the fact that the specificity is determined by the subject "Foreign Language". The peculiarity of this subject is that the significant components of the content of learning a foreign language are methods of activity, that is, learning various types of speech activity, namely speaking, listening, reading and writing.
Pedagogical science faces the task of methodical mastering of existing modern means of learning, research of new technical means promising in foreign language learning.

**Keywords:** online learning, educational process, future English teachers, quality of knowledge, Internet resources, modern technologies, information and communication technologies of education, applications.


**ШЛЯХИ ПІДВИЩЕННЯ ЕФЕКТИВНОСТІ РОБОТИ МАЙБУТНІХ УЧИТЕЛЕВ ІНОЗЕМНИХ МОВ ПІД ЧАС ОНЛАЙН НАВЧАННЯ**

**Анотація.** Економічні, політичні та соціальні зміни, що відбуваються в нашій країні, зумовлюють необхідність прискорення реформування системи освіти. Завдяки цьому розвивається інноваційна, перспективна форма організації навчального процесу – дистанційне навчання, що відкриває широкі можливості для надання освітніх послуг.

Іноземна мова як засіб міжкультурної комунікації відіграє важливу роль в сучасних умовах соціально-економічного та політичного розвитку України. Все інтенсивніше застосовуються різноманітні комп’ютерні технології, інтернет-ресурси, цифрові пристрої, технології Веб 2.0, дистанційне навчання в системі освіти. Проте безсистемність використання сучасних інформаційних технологій в навчальному процесі свідчить про проблему педагогічного характеру, яка потребує негайного вирішення.

**Мета статті** – визначити шляхи підвищення ефективності роботи майбутніх учителів іноземних мов під час онлайн навчання. Особливості застосування інтерактивних сервісів для організації ефективного дистанційного навчання англійської мови в освітньому процесі.

Детальний розгляд особливостей викладання іноземних мов в умовах дистанційного навчання в сучасному інформаційноосвітньому середовищі зазначив той факт, що специфіка зумовлена навчальним предметом «Іноземна мова». Особливість цього предмета полягає в тому, що значущими компонентами змісту навчання іноземної мови є способи діяльності, тобто навчання різним видам мовленнєвої діяльності, а саме говорінню, аудіюванню, читанню та письму.

Перед педагогічною наукою постає завдання методичного освоєння існуючих сучасних засобів навчання, дослідження нових технічних засобів, перспективних в навчанні іноземної мови.
In the methodology of teaching foreign languages, it is customary to refer to modern learning technologies: cooperative learning, the project method, student-oriented learning, and the tandem method. Let's consider some of the listed learning technologies.

**Formulation of the problem:** Project learning technology. With the help of this technology, students take on various social roles and prepare to fulfill them in the process of solving problematic tasks in situations of real interaction. The popularity of project technology is explained primarily by the fact that the project task, which must be performed by the student, directly connects the process of mastering the language with the acquisition of certain subject knowledge and the ability to actually use this knowledge. Distance Learning. This form of organization of the educational process involves distance learning using computer telecommunication networks. The main feature of this training is the mediated nature of teacher-student telecommunication. Tandem method. This teaching method, which implements the concept of a person-oriented approach in language education, is one of the ways of autonomous learning of a foreign language by two partners with different native languages. The essence of the tandem is mastering the native language of your partner in a situation of real or virtual communication, getting to know his personality and the culture of the country being studied.

An advanced method of learning English is the real use of the Internet as an information base. The Internet is a source of modern authentic materials, educational sites, project methods. In this connection, there is a change in traditional forms of education. A great advantage of interactive communication technologies in the professionally oriented education of economics students in English is the possibility of obtaining the necessary information within a few hours. It should also be considered positive that the global network enables the educational environment to provide a constant mode of access to information from both the teacher and the student, which corresponds to the continuity of the educational process. Most professional-oriented texts are taken from the Internet, which allows you to quickly master a lively vocabulary and improve communication skills. One of the advantages of new technologies, such as networked computers, is access to court proceedings in real conditions. Innovative technologies also include the case method, or the method of solving situational problems. It involves modeling, game methods, discussion, which perform certain functions.

The use of such modern information technologies as web conferences, webinars, forums, video and audio podcasts, blogs in asynchronous and online
modes in the process of learning a foreign language in higher educational institutions allows modeling new educational situations, contributing to the formation of the communicative core and fundamental skills of a foreign language in professionally oriented direction, and formation of competences for independent solving of communicative and cognitive tasks.

**Presenting main material:** In higher education, the simulation-game approach in foreign language classes provides an impetus to creativity in students' educational and cognitive activities, builds the acquired experience, ensures concentration, and activates educational activities. During the implementation of the game, there is always an interaction between the parties that take part in it. [1, p. 33-34]. To play means to compete, to come into contact with others, because it is known that in conditions of distance learning, students are often under the influence of distracting factors. These contacts are implemented through dialogue between the game participants, create conditions for professional and creative self-expression. The use of simulation types of games in the educational process stimulates the mental activity of students, affects the creative assimilation of subject knowledge, abilities and skills, and promotes the development of organizational abilities. In addition, game technologies support a high level of activity, especially in the conditions of distance learning, which is enhanced by the feelings that arise as a result of the manifestation of intellectual and professional qualities of students.

The use of game technologies in the process of teaching foreign languages as a method in the process of training future specialists in the conditions of distance learning will also contribute to the formation of such important skills and abilities in their future professional activities as communication on a formal and informal basis and effective interaction on an equal basis; manifestation of leadership qualities; orientation in conflict situations and their correct resolution; obtaining and processing the necessary information, evaluating, comparing and assimilating it; decision-making in non-standard situations; rational distribution of time and responsibilities, creative organizational decision-making; practical assessment of the consequences of one's decisions [2, p. 5].

Thus, game technologies in the process of training future specialists form their professionally important skills and abilities, activate students' creative abilities. At the same time, the leading role of the teacher, who knows how to assess the cognitive interest, educational opportunities and readiness of students and, accordingly, allocate roles and formulate tasks for them, remains important. Distance learning allows the teacher to act in the new role of a curator, and to maintain face-to-face communication with students during remote classes in synchronous mode.

The main task of the teacher is to choose the optimal options and models, online services and portals of simulation-game interaction in the process of training future specialists.
Motivating and stimulating students in mastering a foreign language helps students to feel more motivated by using distance learning methods, through which they can practice learning a foreign language, namely: recognize the voice and timbre of native speakers, perform interactive multimedia exercises, and immerse themselves in the language environment.

Remote technologies transform students from passive listeners to active participants in the learning process using a variety of comprehensive programs that can synchronize even without the Internet.

The use of distance educational technologies is one of the methods that is mainly supported by those who teach or study a foreign language, therefore all tasks must meet the standards of language acquisition, developed by the teacher and aimed at students with the appropriate level of language proficiency.

Interactivity in learning a foreign language promotes the active use of educational technology by students and allows them to be more creative and active both in classes and in the process of independent work. Students prepare short messages, presentations from educational material during independent work, therefore, during classes, they share their achievements and knowledge with their classmates, demonstrating their level of quality of knowledge, skills and abilities. With the help of educational technologies, pupils better prepare for classes, study educational material and master lexical units, participate in brainstorming, discussions, games [4]. At the same time, teachers have attractive resources for the preparation of didactic teaching material to make their classes interesting and communicative, where all students can participate regardless of their level of quality of knowledge.

The exchange of experience always remains an integral part of improving the quality of the educational process, as there is a need to study new methods and approaches in learning a foreign language, which would combine traditional methods with modern information technologies. The key need in learning a foreign language remains communication, so it is worth paying attention to the practice of communication, in particular to the level of quality of knowledge, skills, and abilities that are transferred with experience.

**Analysis of recent research and publications:** The New Explanatory Dictionary of the Ukrainian Language notes that experience is a set of knowledge and skills acquired in life, in practice [3, p. 595].

Scientists define modern innovative technologies in foreign language education as the use of information and communication technologies in education, in particular, work with specially developed computer programs (educational resources, simulators, test control programs), multimedia (didactic videos and audio materials, multimedia games and presentations) and telecommunications (interactive correspondence, video conferences, teleconferences,
telecommunications projects, open massive online courses, Internet technologies) learning technologies that help to implement a person-oriented approach in learning, provide individualization and differentiation of learning taking into account the abilities of students, their level of knowledge, are an effective means of assimilating foreign language material [5, p. 36].

It makes sense to emphasize the importance of those value orientations that also reflect the structure of information technology competence of future teachers of foreign languages (humanistic values, intellectual and cognitive motivation), which, in our opinion, act as a kind of protective layer against the destructive influence of informational anti-culture. Recently, education of information culture has become very important - showing respect for every person in the information space, respecting their rights, intellectual property, non-interference in their private life. Therefore, information technological competence involves compliance with ethical norms of communication in the information space.

At the same time, cognitive skills, as is known [6], reflect such things as, for example, the use of the Internet to search for information from various sources, its critical interpretation, multi-aspect analysis of its information saturation and value through the prism of the quality of formation in those who study, competencies in all types of foreign language speech activity; development of own innovative creative projects based on this information.

No less important is the development of skills in the development of electronic textbooks, visual didactic material (videos, audio messages, tables, diagrams, etc.), a series of online lessons and classes, educational activities. Thus, we can state that a modern teacher and teacher of foreign languages must be fluent in computer technology, its software and communication technologies.

Educational technologies encourage and motivate students to learn a language, because recordings of educational materials, in particular audio and video materials, are, on the one hand, a model of pronunciation and authenticity, and on the other, a motivating stimulus for language acquisition. It is worth changing the language settings on devices and accounts in social networks and students can learn exactly the language they have chosen. Instant translation will help you understand the essence of the word and the authentic text. You can have several versions of the translation and at the same time not in one, but in several languages.

In order to increase the cognitive motivation of students and students of higher education, it is advisable to implement the educational platform Kahoot, which allows conducting competitions, quizzes, didactic games, tests in foreign language lessons. For example, in order to quickly check the lexical knowledge of students, it is possible to use the Flashcards mode, which provides answers to questions without multiple answer options. Instead, the Practice function allows you to choose the correct answer from several, and without limiting the time to think about the answer,
which significantly reduces the stress experienced by pupils / students. The "Continue later" mode allows you to continue answering questions without starting the process from the beginning.

No less important is the Wordwall technology, which also focuses on creating your own educational materials. This platform offers many templates, such as "Open the field", "Find a pair", "Set up", "Compare", "Word search", "Random wheel" and others, which greatly enhances the competitive effect of the lesson / activity, motivates those who study, to mastering the necessary lexical and grammatical basis, to the manifestation of independence, responsibility, purposefulness. On the other hand, by guiding future teachers to develop a system of lessons/lessons using this technology to consolidate French-language phonetics, grammar, vocabulary, update the skills of students/students of higher education in listening, dialogic and monologue speaking, reading, writing, translation, we are able to form information technology competence in its projection on the teacher's professional activity.

Conclusions. Therefore, information technology competence synthesizes the knowledge of higher education students about the global information space, its functioning mechanisms, information and communication technologies used in the educational process to activate the educational activities of pupils and students, humanistic values, intellectually cognitive motives, gnostic and communicative emotions, the ability to use the Internet to find and comprehensively process information, to develop one's own creative projects, electronic textbooks, to visualize didactic material on this basis. Modern innovative technologies of distance learning of foreign languages, in the context of which effective actualization of the specified competence is possible.

Therefore, the teacher transfers his knowledge, skills, and experience in learning a foreign language in the classroom much more effectively if the educational process is supplemented with educational technologies. Educational technologies should be used as auxiliary means of information transmission for thorough mastery of a foreign language, but it is not possible to replace the role of the teacher, his speaking skills, and communication skills in the process of teaching an academic discipline. It should be taken into account that speaking skills are mechanical in nature, and communication skills are creative in nature, therefore the improvement of students' oral communication skills and abilities occurs individually and gradually, and educational technologies encourage thorough mastery of a foreign language.

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