FOREIGN LANGUAGE TEACHING IN THE CONDITIONS OF DISTANCE EDUCATION

Abstract. Distance learning of foreign languages has its own specifics, due to the fact that it involves teaching different types of speech activity. Successful and effective study of any foreign language, the main purpose of which is developing communication skills, requires constant interaction, discussion, expression of one’s own opinion on the part of the students and actual control of the learning process by the teacher.

Distance learning is defined by scientists as a process of interactive cooperation between the student, the teacher and an interactive source of information resource, during which a transfer of knowledge is carried out, the formation of skills and abilities in the context of ICT implementation is carried out; educational process is implemented at a distance with the help of distance technologies. Internet services provide many opportunities that significantly increase students’ interest in learning, activate students’ cognitive activities, create conditions for education applicants’ self-development and support the formation of their information competence.

Numerous advantages regarding methodology and specifics of the distance foreign language teaching include: distance learning can be successfully applied at studying a foreign language by the applicants of higher education at any stage of training; distance learning is not a form of correspondence education or a type of individual activity; it is built according to the content and goals of full-time education; distance learning provides an opportunity for the students to independently process educational material and receive the necessary consultations at a convenient time regardless of their location; the ability to adjust the learning pace to himself/herself; review the educational material again; lowering of mental and physical workload; formation of the ability to self-education. There are also such disadvantages as restrictions of direct social communication, gadgetization of life, small number of hours allocated to practice. Successful implementation
of distance education increases the quality and level of accessibility of higher education, integration of the national education system into the scientific, industrial, social, cultural and informational infrastructure of the world community.

**Keywords:** distance learning, distance education, types of speech activity, communication skills, electronic educational environment, institutions of higher education.

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**ВИКЛАДАННЯ ІНОЗЕМНОЇ МОВИ В УМОВАХ ДИСТАНЦІЙНОЇ ОСВІТИ**

**Анотація.** Дистанційне навчання іноземних мов має свою специфіку, пов’язану з навчанням різних видів мовленнєвої діяльності. Успішне та ефективне вивчення будь-якої іноземної мови, основною метою якої є розвиток комунікативних навичок, потребує постійного спілкування, обговорення, висловлення власної думки з боку студентів та фактичного контролю навчального процесу з боку викладача. Дистанційне навчання науковці визначають як процес інтерактивної взаємодії того, хто навчається, викладача та інтерактивного джерела інформації, під час якого здійснюється передача знань, формування умінь і навичок у контексті впровадження ІКТ; навчальний процес реалізується на відстані за допомогою дистанційних технологій. Інтернет-сервіси надають багато можливостей, які значно підвищують інтерес студентів до навчання, активізують їх пізнавальну діяльність, створюють умови для саморозвитку здобувачів освіти та сприяють формуванню їх інформаційної компетентності. Численні переваги дистанційного навчання іноземних мов включають наступне: дистанційне навчання може успішно застосовуватися при вивченні іноземної мови здобувачами вищої освіти на будь-якому етапі навчання; побудовано відповідно до змісту та цілей денної форми навчання; дистанційне навчання дає можливість здобувачам вищої освіти самостійно опрацьовувати навчальний матеріал та отримувати необхідні консультації у зручний час незалежно від їх місцезнаходження; вміння підлаштовувати темп навчання під себе; ще раз переглядати навчальний матеріал; зниження розумового і фізичного навантаження; формування
The rapid development of globalization affects all the areas of life – personal, social, cultural. Political and technical progress in the nearest future will lead to communication on the level of humanity. Satellite communications and the Internet are breaking down all barriers in today’s world. Development of mass culture and education leads to unification in the media space, and language becomes the main means of communication.

The main prerequisite for Ukraine’s entry into the integral European educational space is the introduction of a credit-module system for the organization of the educational process, which provides strengthening of the role of students’ individual work. Distance learning, which is carried out on the basis of modern pedagogical, informational, computer and telecommunication technologies, contributes to the most effective solution of the today’s requirements. One of the main tasks of modern education is training of a specialist who fluently navigates the global information space, has knowledge and skills in searching, processing and storing information using modern computer technologies.

Distance learning is intended to help in the global educational space, it provides an opportunity to simultaneously in terms of time and highly professional in terms of content study various subject sections of knowledge, develop skills and abilities for integrating knowledge from many educational disciplines using methods and means of information and communication technologies.

Analysis of recent research and publications. The basis for defining the essence of distance education and substantiation of its conceptual foundations is revealed in the works of such Ukrainian researchers as V. Bykov, P. Dmytrenko, T. Kalyuzhnaya, V. Kolos, K. Korsak, V. Kuharenko, Yu. Pasichnyk, P. Stefanenko, O. Vasylenko, etc.
Theoretical and practical aspects of distance learning were considered in the studies of both foreign and domestic scientists (I. Adamova, J. Adams, A. Andreeva, D. Avetisyan, V. Bazhenova, F. Bodendorf, A. Clark, H. Dichanz, T. Holovachuk, M. Moore, G. Hoppe, D. Keegan, J. Kettunen, K. Kolos, V. Kuklev, P. Markov, A. Melyuhin, B. Shunevych, M. Thompson, V. Vashchenko, V. Vyshnivsky, and others).

However, the problem of distance learning of foreign languages in non-linguistic higher educational institutions is quite relevant.

The purpose of the article is to consider the features, advantages, difficulties and prospects of the distance education for the higher education system in modern conditions.

Presentation of the main material. In the modern world, the term «distance learning» arose due to the needs of society and in a short period of time combined all advantages of using modern technologies in the educational process, namely the use of social networks of communication and multimedia together with traditional methods. Based on the analysis of the scientific literature, it was determined that distance learning is learning in conditions of remoteness between the student and the teacher, which involves the use of electronic educational resources in an electronic educational environment, the information and communication system of distance learning and technologies of distance learning.

The maintenance of distance education development is confirmed by various provisions and normative documents of the legislation, namely the Law of Ukraine «On Education», «Concept of the Development of Distance Education in Ukraine», «Regulations on Distance Learning», the state program «Education», etc.

The determination of the concept «distance education» has changed over the years, since its content is related to the use of technical means and capabilities that improve over time. Summarizing the definition of distance education, D. Keegan formulated its most characteristic features: permanent separation of the teacher from the student during the entire educational process (individualization of the educational process); distance education institutions independently determine its organizational structure, carry out planning, develop educational material for the students; wide use of technical means of education (printing, audio, video means, computers), which ensures direct and feedback communication between teachers and students, conveying the content of the course to the user; absence of permanent educational groups throughout the educational process, due to which students are taught individually, and not in groups, which necessitates personal didactic meetings [6].
Distance learning is defined by scientists as a process of interactive cooperation between the student, the teacher and an interactive source of information resource, during which a transfer of knowledge is carried out, the formation of skills and abilities in the context of ICT implementation; learning subjects is realized at a distance with the help of telecommunications. The main principles of distance learning are the establishment of interactive communication between the student and the teacher without their direct meeting and the independent mastering of certain amount of knowledge and skills on the chosen course using information technologies.

Distance learning of foreign languages has its own specifics, due to the fact that it involves teaching different types of speech activity. Of course, to teach such types of speech activities as reading and writing can be limited to the course in networks, since the features of these types of activities do not require extensive graphics and even a significant volume of sound accompaniment. Whereas teaching pronunciation, speaking and listening cannot be limited only to the text files, because it is necessary to rely on sound accompaniment, as well as the creation of various situations that stimulate learners’ oral utterances, i.e. there is a need for illustrative material support [3].

Regarding methodology and specifics of the distance foreign language teaching at the institutions of higher education, its numerous advantages should be highlighted. These include: distance learning can be successfully applied at studying a foreign language by the applicants of higher education at any stage of training; distance learning is not a form of correspondence education or a type of individual activity; it is built according to the content and goals of full-time education; distance learning provides an opportunity for the students to independently process educational material and receive the necessary consultations at a convenient time [5].

Besides, distance education provides equal opportunities for obtaining education regardless location, health and social status, which makes it possible to significantly expand the number of higher education recipients. As to the teacher’s role, it is also changing, as distance education expands and renews the trainee’s participation in the learning process, makes him / her a mentor and consultant who has to coordinate the cognitive process, constantly improve their level, increase proper creative activity and qualifications in accordance with novelties and innovations [3]. Successful and effective study of any foreign language, the purpose of which is, firstly, mastering of communication skills, requires constant communication, discussion, expression of one’s own opinion on the part of the students and actual control of the learning process by the teacher.
The scientific-methodical and material-technical support is important for the effective educational process in the conditions of distance learning. The organization of teaching foreign languages requires coordination of the teacher’s and students’ work, as well as the presence of an electronic educational environment organized by the teaching staff. The environment can be placed on such platforms as Google Classroom, the teacher’s personal page on the department’s website, the department’s website, the teacher’s personal page in a social network (Facebook page, Telegram channel), the teacher’s personal electronic correspondence with students within educational environment of a higher educational institution. Internet services provide many opportunities that significantly increase students’ interest in learning, activate learner’s cognitive activities, create conditions for the self-development of education applicants and support the formation of their information competence.

An objective trend at the institutions of higher education is the reduction of audio time and the increase of hours that are assigned to the learners’ individual work. The teacher’s role in the educational process is being transformed: the function of the teacher as the main source of information is gradually losing its relevance, he/she turns into a planner, arranger, consultant and expert of trainees’ individual work. That leads to the search for more effective means of learning, which would perform the following functions in the educational process: informational, motivating, formative, systematizing and controlling, which are implemented by up-to-date computer means (electronic manuals, training programs, multimedia courses and distance learning in general [3].

The use of distance learning technologies increases and improves the effectiveness of the educational process, which largely depends on the level of teachers training for the implementation of distance learning, as well as on the students’ readiness to study in the conditions of distance education. Nevertheless, remote education does not provide a perfect opportunity to objectively assess the students’ acquired knowledge, which in turn affects the learners’ success results.

The most common forms of training and knowledge control are lectures, seminars, tests, exams etc. Distance learning lectures do not involve direct communication with the teacher, they can be listened to at any time and at any distance. The use of the latest information technologies makes lectures expressive and visual. Seminars in distance education are an active form of training. Conducted using video conferences, they allow you to enter into the discussion at any moment of its proceeding. The level of the learner’s activity in the discussion is the indicator if his/her preparedness for the
lesson. The number of interactions between the trainees increases, whereas the teacher acts as an equal partner. Consultations in distance learning are one of the forms of managing students’ work and providing them with assistance in individual study of the discipline. For this purpose, e-mail, teleconferences, as well as usual means of communication (telephone, mail) are used.

In the scientific literature there can be found the definition of «distance learning environment», which is considered as a set of methods and software tools that are used to implement remote technology of distance learning. Such an environment is formed in two ways: using distance learning platforms (systems) (Zoom, Microsoft Teams, Google Classroom, Moodle, Classdojo, Ding Talk, etc.); with the help of a set of Internet services (e-mail, online board, online video and audio, chats, electronic libraries, online presentations, blog, forums, online means of conducting tests, etc.) [4].

Thus, among the advantages of distance learning for the applicant of higher education the following can be distinguished: the ability to adjust the learning pace to himself/herself; review the educational material again; lowering of mental and physical workload; formation of the ability to self-education (learning to learn). However, along with the advantages, there are also disadvantages in the implementation of distance learning into the educational process. They include: restrictions of direct social communication; gadgetization of life; small number of hours allocated to practice.

So, distance learning is a form of learning which requires using computer and telecommunication technologies that provide interactive communication between teachers and students at different stages of learning and individual work with information network materials. Distance education provides students with a round-the-clock access to educational materials, teachers’ constant support and consultation, online video lectures, virtual trainers and other technological solutions to provide an effective learning process, which is characterized by schedule flexibility, the opportunity to learn the educational material at one’s own pace, availability of educational materials at a time convenient for the student, development of self-organization skills and the ability to learn.

It should be noted that it is distance education that gives students access to non-traditional sources of information, increases the efficiency of individual work, provides completely new opportunities for creativity, finding and strengthening various professional skills, and allows teachers to implement fundamentally new forms and methods of learning through conceptual modeling of phenomena and processes. Distance learning
contributes to the formation of such personal qualities as activity, creativeness, independence, responsibility, persistence, creativity, etc. Therefore, the applicant of higher education must learn how to work in a team remotely, build their own development trajectory, master skill soft (flexible skills), be motivated to carry out educational activities, increase his/her own information and digital competence, be able to process the necessary content of the educational discipline, etc.

However, despite all the positive aspects of distance learning, it should be noted that communication and learning through the Internet cannot fully replace direct «live» communication both between the learners as well as that with the teachers.

**Conclusions.** Learning foreign languages in non-linguistic higher educational institutions by distance means has revealed a number of both advantages and disadvantages. Among the advantages, it is worth noting: saving time, the absence of the auditory fund problem, the use of electronic educational materials and e-control of knowledge, greater mobility, opportunities for creativity. Among the main disadvantages of such training are the dependence of the educational process on gadgets and the Internet, psychological insufficient preparedness of teachers and students for such training, the problem of monitoring academic integrity, lack of practice.

Successful implementation of distance education provides the increasing of the quality and level of accessibility of higher education, integration of the national education system into scientific, industrial, social and public, as well as cultural information infrastructure of the world community.

**The perspective** of further research is the investigation of technologies that can be used in organizing distance learning studies at the institutions of higher education.

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