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DISTANCE LEARNING OF A FOREIGN LANGUAGE IN A NON-LANGUAGE UNIVERSITY

The development of new information technologies has had an impact on education. Modern Internet technologies create optimal conditions for distance learning. The advantage of this type of learning activity is that a student can work and consult with a teacher at his or her convenience in the library, at home, or in a computer classroom. It is worth attending open seminars where active communication is conducted in certain specific disciplines.

Communication is the main factor in distance learning. This can be done through e-mail, mailing lists, and teleconferences. Direct (online) access to learning material, which is offered in the form of texts, graphics, video clips, tests, etc., also contributes to better learning.

The concept of distance learning is based on three components: open learning, computer-based learning, and active communication with the teacher and students using modern telecommunications.

The distinctive features of distance learning are the flexibility and modularity of educational information, cost-effectiveness of learning aimed at developing quality control of education, a new role of the teacher, and the use of information technologies and tools.

When it comes to distance learning of a foreign language, one should focus primarily on the learning objective. In accordance with the guidelines on the leading role of the active approach to learning foreign languages, speech practice should be provided to every student.

Distance learning allows you to devote as much time as you need to complete all the tasks, taking into account the individual pace of the student, their level of familiarity with the topic, skills and abilities. The student should be passionate about learning

Learning foreign languages requires communication not only with the teacher but also with other students. Such communication should take place through cooperation in various types of cognitive and creative activities.

Control over the performance of tasks, mastery of the material, and the ability to apply it in certain situations should be systematic, based on both immediate feedback and remote in time.

Thus, distance learning in foreign languages should be based on the independent practice of each student in the type of language activity he or she is engaged in.

The student's activity should be supervised by an experienced teacher, i.e. it should be interactive. Learning activities should be structured in such a way that the teacher can systematically monitor, correct, control and evaluate students' activities throughout the course.

Distance learning has certain disadvantages, including: lack of a clear mechanism for identifying students; "theorizing" of learning, reducing the learning process to mechanistic techniques and methods"; the need for substantial funding at the initial stage of implementation, etc.

Nevertheless, the advantages of distance learning are as follows:

- relevance - the possibility of introducing the latest pedagogical, psychological, methodological developments;
- Convenience - the possibility of studying at a convenient time, in a certain place, obtaining education without interrupting the main job, no time limits for learning the material;
- cost-effectiveness - the method of teaching is cheaper than traditional ones due to the efficient use of classrooms, easier adjustment of electronic learning materials and multi-access to them;
- the possibility of simultaneous use of a large amount of educational information by any number of students (trainees);
- interactivity - active communication between students (trainees) of the group and the teacher, which significantly increases motivation to learn and improves learning;
- more opportunities to control the quality of learning, which include discussions, chats, the use of self-control, and the absence of psychological barriers;
- no geographical boundaries for education.



Distance education is characterized by [1]: flexibility, modularity, parallelism, large audience, cost-effectiveness, technology, sociality, internationality, positive impact on the student, new role of the teacher, and quality.

The purpose of the discipline "Foreign Language" is to develop the ability to intercultural communication, which has a professional orientation and is realized through the formation of intercultural communicative competence. The latter, in its turn, is defined as a level of proficiency in speech, language, socio-cultural and professional subject knowledge, skills and abilities in native and foreign languages that allows communicatively acceptable intercultural communication [2].

Control in distance learning of foreign languages can be carried out in the form of tests, control translation and oral communication with the teacher. Moreover, in the case of a test, the answers are checked and evaluated automatically by the distance learning system.

List of references:

1. The concept of development of distance education in Ukraine [Electronic resource]: <http://www.osvita.org.ua/distance/pravo/00.html>.
2. Oliynyk O.V. Innovative technologies of distance learning of a foreign language for students of non-language universities / O.V. Oliynyk // Linguistic studies: collection of scientific works of H.S. Skovoroda KNPU - 2014. - Issue 38. - P. 238-246.