Teaching a foreign language in the system of distance learning

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Abstract: This article presents the possibilities and benefits of distance learning. Also, the article is devoted to distance learning, which implies an individually differentiated approach to learning foreign language. The author believes that this form of training allows the student to choose the time and place for training, as well as to use new information technologies in training, to carry out various joint projects with students from other regions. Information technologies of distance learning allow conducting classes in a foreign language in a videoconference mode and provide controlled independent work of students.

Keywords: students, individual, remote, Internet, advantage, mechanism, communicant, information, classes, course, technology, textbook, foreign language, computer, training.

Currently, distance learning issues are becoming increasingly important, many people need a more flexible system of higher education that allows them to receive basic or additional education without interrupting their main activity, as well as providing equal opportunities to residents of all regions, including remote from cultural and educational centers. Along with this, the need of citizens to create conditions for continuous education and training, increasing the time for their adaptation to the requirements of the labor market, is becoming more and more obvious [8].

The processes that taking place in society require changes in the education system, make it necessary to look for new ways of its development, in which the need of an individual is decisive. At the same time, the achievement of a new level of accessibility of education should be accompanied by an increase in its quality. The task of effective organization of the learning process in the conditions of practically independent educational activity of students, that facing the higher school as a whole, is complicated by the peculiarities of language teaching [4]. The peculiarity of the discipline "foreign language" is that the goal of learning is not so much knowledge about the subject itself (language competence), but the development of certain skills and abilities of various types of speech activity (communicative competence).

These include the ability to extract sufficiently complete information when reading foreign texts, the ability to understand the interlocutor, as well as express one's thoughts orally and in writing. Due to the specifics of a foreign language as a subject, the psychological characteristics of mastering, it means communication, it is impossible to directly transfer into teaching models of distance education of a lecture type that are relevant for theoretical disciplines. In this regard, the search for optimal forms of distance learning in a foreign language is a priority. Effective distance learning of foreign language should be built on the basis of a specially designed virtual language environment, including a set of electronic educational and communication tools that allow organizing full-fledged educational interaction of the subjects of the educational process separated by space and time [9]. At the same time, distance learning should provide qualitative and quantitative control. Only in this case such functions of the virtual educational environment as information and training, communication and control and administrative will be implemented.

The foreign language program for universities sets practical knowledge of the language as the main goal of training, while the priority task of practical knowledge of a foreign language is distance learning is the ability to search and extract information of a professional nature from the original foreign language sources. The possibilities of computer technologies in teaching reading and developing the skills of various types of reading are enormous. The computer allows learner to

create an extensive text base and provide it with a system of various exercises corresponding to each type of speech activity.

With regard to professionally oriented communication, practice has shown that even with a sufficient vocabulary and good knowledge of grammatical structures and the rules for their application, students experience significant difficulties in the process communication, while there is an incorrect speech of students in terms of the norms of the language. This is quite natural. It is known, there are three sides to a conversation (pronunciation, lexical, grammatical) and three types of skills traditionally identified by the methodology (phonetic, lexical and grammatical). Separating them is unnatural. The study of individual aspects of the language system leads to the fact that the living language appears to the student as a kind of mechanical unit, consisting of isolated elements, which are accompanied by a number of rules-instructions for their connection. Moreover, a skill formed in non-verbal conditions, not durable and "not capable of transfer" [2]. Therefore, the most productive is an integrated approach to learning, which involves the simultaneous and parallel mastery of language material and speech activity in conditions as close as possible to real communication. It is the computer programs

combining graphic image, sound, textual material, are able to "immerse" students in a living language of communication, contribute to the formation of speech skills in the conditions of their functioning [1]. They are able to ensure the use of each individual grammatical forms in a series of exercises where the same communicative intention is realized in changing situations. However, at present, distance learning of a foreign language is dominated by text and graphic forms of presentation of educational material. Therefore, when creating distance learning programs, it is necessary to combine audio recording, video images and text.

The task of effectively organizing the learning process in conditions of practically independent educational activity of learners is complicated by the peculiarities of language teaching. The peculiarity of the "foreign language" discipline is that the goal of training is not so much knowledge about the subject itself (language competence), but the development of certain skills and abilities of various types of speech activity (communicative competence). These include the ability to extract sufficiently complete information when reading foreign-language texts, the ability to understand the interlocutor, as well as express your thoughts orally and in writing [9]. Due to the specifics of a foreign language as a subject, the psychological characteristics of mastering it as a means of communication, it is impossible to directly transfer models of distance education of a lecture type that are relevant to theoretical disciplines into teaching it. In this regard, the search for optimal forms of distance learning a foreign language is a priority task.

Effective distance learning of a foreign language should be based on a specially designed virtual language environment, including a set of electronic educational and communication tools that allow organizing a full-fledged educational interaction between the subjects of the educational process separated by space and time. At the same time, distance learning should provide qualitative and quantitative control of the success of the remote educational process. Only in this case such functions of the virtual educational environment as information and training, communication and control and administrative [1] will be realized.

The foreign language program for learners sets practical language proficiency as the main goal of training. While the priority task of practical knowledge of a foreign language in distance learning is the ability to search and extract professional information from original foreign language sources. The possibilities of computer technology in teaching reading and developing skills in various types of reading are enormous. The computer allows young learners to create an extensive text base and provide it with a system of various exercises appropriate for each type of speech activity [8]. As for professionally-oriented communication, practice has shown that even with a sufficient vocabulary and a good knowledge of grammatical structures and the rules for their application, young learners experience significant difficulties in the process of communication, while there is an incorrect speech of students in terms of language norms. This is quite natural. As you know, three aspects of a conversation (pronunciation, lexical, grammatical) and three types of

skills traditionally distinguished by the technique (phonetic, lexical and grammatical) are involved in the conversation. It is unnatural to separate them [5]. The study of individual aspects of the language system leads to the fact that a living language appears to the learner as a kind of mechanical aggregate, consisting of isolated elements, to which a number of rules-instructions for their connection are attached. Moreover, a skill formed in non-verbal conditions is not strong and "incapable of transference" [2,5]. Therefore, an integrated approach to learning seems to be the most productive, which involves the simultaneous and parallel mastery of language material and speech activity in conditions that are as close as possible to real communication. It is computer programs that combine graphic images, sound, text material that are capable of "immerse" trainees in a living language of communication, promote the formation of speech skills in the conditions of their functioning [7]. They are able to ensure the use of each separate grammatical form in a series of exercises, where the same communicative intention is realized in changing situations. Nevertheless, at present, in distance learning a foreign language, text and graphic forms of presentation of educational material prevail. Therefore, when creating distance learning programs, it is necessary to combine audio, video and text.

It would be a mistake to completely ignore teaching writing in distance learning, since written communication, written speech for an adult educated person is an urgent need. However, teaching writing in this case excludes any formal operations, for example, special training in writing letters or words to develop writing techniques. Here, written assignments should always carry a semantic load and be carried out within the framework of personal communication. Both the volume and the lexical completeness can vary [6]. At the initial stage, it is important that the material for the implementation of the written assignment is contained in educational tests and, with the help of minor modifications, can be used to answer the proposed questions. This is not about calligraphy: spelling is taught along the way, according to the principle of analogy and imitation, that is, copying words and fragments of text. With distance learning, written assignments can be of the nature of correspondence on the Internet, while the exchange of letters involves mastering the written way of formulating one's thoughts. Even if ready-made blocks from educational texts are used in letters, their use will be purely individual: different students use different phrases and in different contexts. And one more type of writing is tests. This is a test of the knowledge gained and formed skills, so there is no question of formulating your own thoughts, but they require the written use of the necessary word forms.

Special attention should be paid to the possibility of automating the knowledge control procedure when using computer technologies [1]. After studying the full course and completing all the exercises and tests of the lesson or module, the registered student is assessed by the distance education system as a person who has completed this lesson in full. Thus, the problem of remote control of the quality of knowledge assimilation and progress is being solved. The technologies at the heart of distance learning free the teacher from tedious homework and tests by entrusting it to a computer. In addition, this circumstance (the presence of tracking systems for the completeness and quality of the course) is a powerful psychological factor that stimulates the high-quality mastering of a foreign language by a student.

For the educational process, especially in online young learners teaching, far from the last role is played by the organization of the environment in which this process takes place. For many years these issues were fruitfully dealt with by S.M. Zorin [9] that he assumed in order to maximize the learning process and creative personality needs psychophysiological support of students, state and attention management, he developed technical means of managing the state of students. These include setting a controlled color climate to create in the classroom, lighting audience of the required brightness and spectral composition, which especially important in the evening hours of classes. And this is exactly the time when students are usually engaged in correspondence and distance learning. Here, the capabilities of the computer are also not limited: creating on screen of light-dynamic compositions, which, combined with specific sounds, music, speech, will set the real conditions for speech situations; using pause movies to switch attention and

relaxation of students in the learning process and much more. All elements of technical means of state management serve a means of increasing the comfort of the educational process, protecting the psyche of students from overload, prevention of fatigue and partial removal fatigue, and also contribute to the activation of potential learner's capabilities.

What are some keys to successful distance learning programs?

- Live interaction between the instructor and the students during the course.

- The presence of a classroom teacher in the remote sites who is involved in the learning process. In some cases, these cooperating or coordinating teachers are studying the language along with the students with the intention of completing a teaching minor.

- The regular use of other media, such as computers, speech recognition devices, audiotapes, and workbooks in a comprehensive approach to distance learning.

- The involvement and support of school administrators.

- The use of electronic mailboxes (which all students and cooperating site teachers use), or a toll-free phone number with recording machine [3].

The process of creating a distance course goes through a number of stages from formulating the initial idea and highlighting the main goal to programming and digitizing the content; creating images and sound; assembling ready-made materials into modules and adjusting navigation [4].

Taking into account all of the above, it should be concluded that distance learning is a step forward. However, it is necessary to develop such a model of distance learning of a foreign language in a university that would allow, while retaining all its positive elements, to cope with some of the listed difficulties. Moreover, from a technical point of view, there are no obstacles to distance learning by educational institutions. The infrastructure required for this (Internet, user workstations, free audio and video communication software Skype) is already in place. With the effective organization and widespread dissemination of the academic computer network, despite the high initial cost of developing materials, economy and low cost of training can be achieved for each individual student with a large number of students through the extensive use of the same teaching materials and computer training programs. Based on the foregoing, the advantages of distance learning in teaching foreign language, students have the opportunity to study in a convenient place and at a convenient time, and also at their own pace and rhythm, while the distance from the place, finding a student before university is not an obstacle to effective educational process. Thanks to technical and meaningful interactivity of the process, students can interact with the teacher individually. Moreover, from set of independent courses-modules, they have the opportunity to create a curriculum that meets their individual needs. As a result, the costs of both the student and the education system to implement learning through the most efficient use of training space, time and technical means.

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