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THE USE OF TECHNOLOGIES OF FOREIGN LANGUAGE DISTANCE LEARNING IN NONLINGUISTIC HIGHER EDUCATION INSTITUTIONS

Annotation

The article deals with the peculiarities of introduction of technologies of distance learning of foreign languages in nonlinguistic higher educational establishments. The promising directions of distance education development in Ukrainian universities have been analyzed. The possibility of introducing the world-wide experience of distance education in Ukrainian higher educational institutions has been determined on the example of Kyiv National University of Technologies and Design. The theoretical and applied aspects of application of Internet technologies for studying foreign languages in non-English higher educational institutions have been researched.

Keywords: distance learning; Internet-based technologies of learning; foreign languages; distant education.

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ВИКОРИСТАННЯ ТЕХНОЛОГІЙ ДИСТАНЦІЙНОГО НАВЧАННЯ ІНОЗЕМНОЇ МОВИ У НЕМОВНИХ ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДАХ

Анотація

У статті розглянуто особливості впровадження технологій дистанційного навчання іноземної мови у немовних вищих навчальних закладах. Проаналізовано перспективні напрями розвитку дистанційної освіти в університетах України. Визначено можливість упровадження світового досвіду дистанційної освіти в українських вищих навчальних закладах на прикладі Київського національного університету технологій та дизайну. Досліджено теоретичні та прикладні аспекти застосування Інтернет-технологій для вивчення іноземних мов у немовних ВНЗ.

Ключові слова: дистанційне навчання; інтернет-технології навчання; іноземні мови; дистанційна освіта.

1. Problem formulation

The expansion of Ukraine's international relations and its integration into the world community are the integral part of today's reality. Under these conditions, more and more attention is paid to the study of foreign languages, and this applies to all spheres of life where foreign languages are the key to the development of international relations, holding scientific conferences, cultural exchanges between representatives of different countries and the exchange of information. Multilingualism and multiculturalism are considered as necessities for the new European citizens, and, accordingly, Ukrainians. Additional requirements for speaking foreign languages are put forward for graduates of higher educational institutions. The need of modern society in specialists who are fluent in foreign language in everyday life and in professional activities necessitates the search for new constructive ideas to solve the problem of optimizing and intensifying the learning of foreign languages, gaining new knowledge and improving the level of language training.

The leading positions in the theory of distance education have become the subject of research by Russian and Ukrainian scholars P. Stefanenko, V. Oliynyk, B. Shunevich, and others; the issues of didactics and distance learning techniques are considered in the works of O. Andreev, Y. Polat, S. Sysoeva, and others; an analysis of socio-psychological, socio-pedagogical and organizational aspects of distance education abroad and in Ukraine is presented in the scientific researches of V. Bykov, P. Dmitrenko, N. Marahovsky, and others. Technologies of creating a distance course are covered in the works of G. Kozlakova, V. Kukharenko, N. Syrotenko, etc., personnel provision of distance learning in the studies of L. Bendeova, T. Gromova, Y. Durazhno, P. Zakotnova, T. Koycheva, and others.

The purpose of the article is to consider the possibilities of using technologies of distance education in teaching foreign languages in nonlinguistic higher education institutions. The social problems of today are becoming more and more tangible in formulating strategic and tactical guidelines for modern education. In the information age, the role of education grows even more because people know what they are doing, how they get, process and report information, and whether the success depends on it. Professional education is a strategic resource for improving the well-being of people, ensuring national interests, strengthening the authority and competitiveness of the state in the international arena [1]. In the conditions of Ukraine's development, the situation in the system of vocational education is changing, and the necessity of its dynamic development and modernization is emerging.

2. Research results

The social problems of today are becoming more and more tangible in formulating strategic and tactical guidelines for modern education. In the information age, the role of education grows even more because people know what they are doing, how they get, process and report information, and whether the success depends on it. Professional education is a strategic resource for improving the well-being of people, ensuring national interests, strengthening the authority and competitiveness of the state in the international arena [1]. In the conditions of Ukraine's development, the situation in the system of vocational education is changing, and the necessity of its dynamic development and modernization is emerging.

The objective tendency in higher education institutions is to reduce the number of class hours and increase the hours allocated to independent work of students. The teacher's role in the educational process is transformed: the

teacher's role as the main source of information gradually loses its relevance; it turns into the organizer, consultant, leader and expert of independent work of students. All this requires the search for more effective means of training that would fulfill the following functions in the educational process: informational, formative, systematic, supervisory and motivational. The latest computer training tools, which include electronic manuals, multimedia courses, training programs and distance learning in general, can fit these requirements. The main characteristic of computer teaching of foreign languages in general as an object of scientific research is its interdisciplinary nature. This is a specific type of problem-oriented research, located between the field of pure theoretical research, where the main thing is knowledge, and the sphere of informed action, dominated by applicability, efficiency and practical results. The purpose of such studies lies in the field of practice, its implementation requires the primary allocation and separation of the object of research, its structural components, correlated with subjects of disciplines that explore this object. The interdisciplinary nature of the object determines the interdisciplinary paradigm of its study.

Pedagogical methods and techniques used in distance learning can be classified as follows:

- learning methods, where a student interacts with educational resources with a minimum participation of a teacher (self-study). The development of these methods is characterized by a multimedia approach, when educational resources are created using various means: printed, audio- and video- materials, as well as the information from computer networks;
- methods of individualized teaching and learning, where there are relationships of a student with a single teacher or one student with another student (person to person learning). These methods are implemented in distance education mainly through different messengers and e-mail;
- methods based on the provision of teaching materials to students by a teacher or expert when students do not play an active role in communication (one-to-many learning). These methods are usual for the traditional educational system, and now they are getting new development on the basis of modern information technologies;
- methods that are characterized by active interaction between all participants in the educational process (many-to-many learning). The development of these methods involves collective discussions and conferences [2].

The lack of a common approach to the development of practical courses methodology of distance learning of foreign languages can be considered as the main methodological problem in this field. The unsolved problem, which significantly impedes the process of introducing distance learning of foreign languages into the practice of education, can be explained both by its relative novelty and its complexity. This is due to the fact that the essence of the problem is at the intersection of two subject areas. The first is the latest information technology, the second one is the actual method of teaching foreign languages.

The peculiarities of psychological and pedagogical conditions for providing the educational process, in one form or another, are largely determined by the real possibilities of a student and teacher for interpersonal communication. For distance learning of foreign languages such a feature is the indirect nature of the communication process between a teacher and a student through computer communications. Distance education provides the opportunity for permanent and dynamic telecommunication at the distance of the student and the teacher, and between students, and the initiative of such communication can be derived from any of the specified objects of the educational process [4]. It is this feature that allows distance learning of foreign languages through the Internet to be substantially replaceable in form from correspondence training and to some extent bring it closer to the eye. It is clear that telecommunication is unable (for a number of psychological and pedagogical reasons) to fully replace direct "live" communication. The learning process is a process of joint activity of a student and a teacher. In order for the activities of the subjects of education to be common and mutually regulated, there is a need for communication between them that ensures their interpersonal communication. Communication here serves as a means of mutual exchange of subjects by the experience of their activities on the one hand and as a means of purposeful management of joint activities - on the other. Thus, it is logical to conclude that the real possibilities of interpersonal communication, which are determined by the way of its implementation, dictate their requirements to the methodology and organization of the educational process.

The study of a foreign language contributes to raising the level of education and qualifications of specialists and is considered as an integral part of the education system, which is characterized by integrity, autonomy and specificity. Requirements for training of specialists of a new type are reflected in the qualification characteristics of higher education institutions graduates (both bachelors and masters) and provide the high culture and knowledge of a foreign language. A graduate of a nonlinguistic higher education institution must have skills in spoken language, reading, translating and referencing texts in the professional field. The motivation for studying foreign languages is the professional need of a student to become a high skilled specialist able to speak foreign language and obtain information from the latest foreign literature. Therefore, one of the peculiarities of this discipline in nonlinguistic higher education institutions is its professional orientation.

The analysis of the organization of teaching foreign languages remotely on the basis of computer telecommunications showed that distance learning of foreign languages has its own specificity, which involves the teaching of various speech activities. Naturally, for teaching such speech activities as reading and writing, it is possible to limit the network course to a considerable extent, since the features of these speech activities do not require by themselves volumetric graphics and even significant audio volume. However, in the teaching of speaking and listening it is not possible to confine to text files only, audio support is also necessary, as well as creating

different situations that stimulate verbal expressions of subjects of learning, that is, there is a need to rely on illustrative material.

The main goal of teaching a foreign language in higher education institution is the formation of communicative competence, that is, the ability to obtain sufficiently complete information when reading foreign-language texts, the ability to understand the interlocutor, as well as express their opinion whether in oral or written form. Thus, the feature of the "foreign language" subject is that the purpose of learning is not so much knowledge about the subject itself, about the language (language competence), as about the development of certain skills and abilities of different types of speech activity (communicative competence) [5].

The specific points of the foreign language subject is the formation of communicative competence, and it requires the priority of interactive learning tools for individual or group work of students. There are several options for distance learning courses in a foreign language. First, the so-called "pure" distance courses, in which, during the training, student work is organized for all types of speech activity in the remote environment. A direct meeting of a teacher with students in this case occurs no more than once in the year of study or at the end of the training course, with the aim of directly approve the learning outcomes through testing, examinations, interviews, and other types of knowledge, skills and abilities control. The second option are "sandwich", "hybrid" courses, in which distant periods of independent work of students alternate with traditional classes. Such distance courses can be considered as a kind of full-time education [3].

Distance courses, which are used during compulsory coursework for full-time students, closer to CALL - Computer Assisted Language Learning. They are often aimed at forming specific skills and abilities, securing material that is studied in the class, are concise and short. They mainly have individual student work, and corporate tasks often are in the form of projects. It is logical that such distance courses are aimed at developing the writing skills and preparing for oral communication in the class. It should include exercises for different types of reading, spelling, formation of grammatical and lexical writing skills, ability to write messages of different kinds.

The optional distance learning courses are for the mostly aimed at learning a foreign language for special purposes, for example, in groups of postgraduates. They are designed for long distance periods with short face-to-face sessions of classroom work. Such courses are more complete, they include various types of work. In addition to the unconditional full range of exercises for the formation of writing skills, such courses include preparatory exercises for the formation of speaking skills, as well as listening.

The optional distance learning courses have a larger number of corporate tasks. The results of the team work in telecommunication networks, as a rule, take place during the classroom sessions. Although full-time students have the opportunity to meet with a teacher on a regular basis, even short distance courses are provided by operational feedback with the teacher in electronic form.

Research in the field of pedagogical technology confirms that the potential of computer-based distance learning can be most effectively used in the study of foreign languages, which includes discussion, intense mental activity and group activity. One of the promising areas of work in the system of distance learning of foreign languages is an integrated approach to the solution of the main tasks, which combine a complex of technologies with high didactic potential and telecommunication technology; computer learning of foreign languages, multimedia technology and methods of intensive learning of foreign languages.

3. Conclusions

An overview of the experience of using new information technologies in foreign languages teaching has shown that foreign teaching experience is far ahead of the domestic one. An analysis of the available software of information technologies in the field of teaching foreign languages has revealed that the selected didactic computer programs are adequate to the developed training models. The existing versions of didactic models of distance learning for foreign languages using information technologies have a significant impact on the quality of foreign languages teaching to university students. It is determined that distance learning in a foreign language is gaining popularity in the educational space. The further development of information technology, the integration of Ukrainian distance education into the world educational community, the inevitable virtualization of universities working in the field of distance education, will lead distance learning of foreign languages to compulsory study not only in the context of independent subject, but also in combination with other courses. It is expedient to further search for new technologies, psychological and pedagogical conditions that promote the development of distant learning of foreign languages in Ukrainian universities.

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