

scientific and technological achievements, complicates the economic recovery and slows down innovation processes in Ukraine.

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THE CRITERIA FOR CHOOSING ONLINE MATERIALS

The best way to learn a foreign language is to communicate with native speakers, visit the country where this language is spoken and be immersed in the native environment as much as possible. One of the best ways to introduce students to real-life English language is to use authentic materials in the classroom. These authentic materials can be widely found in the World Wide Web.

So, the aim of the given research is to analyse the main requirements which should be met for choosing online materials.

First of all let's consider the definition of the term "authentic materials" - "materials that have not been designed especially for language learners and which therefore do not have contrived or simplified language" [2].

Authentic materials can be found in great abundance that is why certain attention should be given to the process of choosing them. Let's consider their relevance and appropriateness. Speaking about relevance of online materials, we should pay attention to four distinct components: culture, current trends, wants and needs and presentation.

Culture is the most important component. Material which violates social norms and beliefs can bring about a negative response from the students. Current trends are usually what the students are most interested in. It can be really useful in the classroom to discuss the topics that receive a lot of attention in the news, such as politics, fashion, the latest video game etc. Authentic materials relevant to the students' interests are sure-fire resources that will guarantee attentiveness and spark curiosity. Students' wants and needs are extremely important and they like to feel that these needs are being met. They need to feel that what they are learning is relevant to their situation. If the students' needs are not met, the teacher may be perceived as ineffective and the students may experience the feeling of hopelessness. Wants and needs should be reviewed and analysed prior to starting a class in order to help maximise the students' satisfaction and ensure the effectiveness of the selected materials. Conducting a need analyses is useful in this situation as it can reveal what is expected by the students. In order to maximise student learning, a variety of information delivery methods should be used. Articles, video, worksheets relating to current events theme can be introduced. Vocabulary is reviewed and the information is discussed.

Another influential factor is appropriateness of online materials. Authentic online materials often come with «surprises» – content that is unsuitable for the English language classroom. It is imperative, therefore, that the materials be checked to ensure that they suit the classroom. There are several things to consider when determining the appropriateness of a piece of authentic online material: age, culture, length, difficulty, new word to old word ratio.

Online materials that illustrate graphic depictions of real-life situations should not be used with younger students. Additionally, content that is too difficult for young and inexperienced learners will only hinder the language acquisition process. Culturally sensitive topics should be avoided so as not to cause offence. If the teacher is unaware of how the students will react, then the material should not be used at all. The length of an online article or video is extremely important consideration. Materials that are too long will cause the students to lose interest in the lesson. Conversely, materials which are too short may not have enough substance to create a meaningful lesson. Rafael Sabio suggests the following lengths of online articles: advanced learners – 700 to 800 words; intermediate students – 400 to 600 words; beginning learners – 100 to 200 words. For online video of all levels this is maximum 5 minutes and minimum is 3 minutes [1, p. 58].

Difficulty is one of the hardest factors to define. Here are some suggestions of questions teachers should ask themselves when trying to assess the level of difficulty of online materials:

Is the material beyond the students' comprehension level?

Does the material contain sentence structures which are too difficult for the students to follow?

Does the vocabulary content parallel the students' current level of English or does it far surpass it?

Inundating the students with too many new words may cause language regression rather than language progression. An overload of

new vocabulary may cause stress and anxiety. One way to overcome this problem is to introduce new vocabulary alongside words that students already know. The students see the familiar words and perceive the lesson to be easy.

Summarising the information mentioned above, it should be noted that using online materials provides students with an introduction to real-life English language use. Moreover, it gives the students a chance to see how English is used in an international context.

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THE CONCEPT OF DISTANCE EDUCATION DEVELOPMENT IN HIGHER EDUCATION ESTABLISHMENTS IN UKRAINE

The global transition from the industrial to the information society, as well as the socio-economic changes taking place in Ukraine, require major changes in the field of education. The current problem of providing access to education and training is finding a solution in the implementation of distance education.

The concept of distance education development in Ukraine was approved by the Decree of the Ministry of Education and Science in Ukraine by V. Kremen (the Fifth Minister of Education