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TECHNICAL AND TECHNOLOGICAL PLATFORMS OF FOREIGN LANGUAGE LEARNING IN THE DISTANCE LEARNING CONDITIONS

The article attempts to analyze the features of e-books usage, dictionaries and interactive foreign language learning methods in distance studying. Here are given examples and ways of their carrying out. The classification of non-standard classes is singled out and carried out, the advantages of the interactive method, methodical bases, the concept of the innovative technologies using method during practical online classes are outlined.

Key words: *web-seminar, webinar, asynchronous and synchronous methods of distance learning, e-book, electronic dictionary individual approach, interactive method, distance learning, online seminar.*

Problem issue. In the last decade and a half, the use of technology and multimedia has finally taken its place among the leading foreign language learning methods and techniques. This is especially true in the context of recent changes related to the covid-19 pandemic. Initially, the introduction of the Internet meant the ability to create online courses by downloading files as materials for self-study and visualization during classroom activities. However, today the role that technology plays in education is not limited to this.

The rapid evolution of electronic technology in education is associated with the need to move from distance learning to online learning. Twenty years ago, distance learning was an attempt to address the temporal and spatial constraints of traditional learning. But nowadays, distance learning could be applied to any situation where students are learning at remote sites and has taken online forms and resulted in full usage of modern electronic Internet technology as a part of the modern educational process.

Analysis of recent researches and publications. Theoretical and practical aspects of distance learning have been considered in studies of both foreign and domestic scientists: J.E. Adams, F. Bodendorf, H. Dichanz, G. Hoppe, J. Kettunen, A.A. Andreeva, V. Yu. Vashchenko, K.R. Kolos, V.O. Kukleva.

The Law of Ukraine "On Education", "Concept of Distance Education Development in Ukraine", "Regulations on Distance Learning", and the state program "Education" testify to the broad support of distance learning, in particular, a foreign language study. This is stated in the provisions and a number of normative documents of the Ukrainian legislation.

There are many approaches and interpretations of the term "distance learning". For example, according to the "Concept for the development of distance education in Ukraine" from 20.12.2000, "distance learning – a set of technologies that deliver students, or any learners, the main amount of material and provide interactive communication between students and teachers during the training process, the method of allowing students to work independently" [1].

According to V. Rybalko, distance education is important because it is a specific organization of the educational and pedagogical process, which is based on the use of distance, information and telecommunications technologies [2].

I.V. Robert in his monograph "Theory and methods of education informatization" emphasizes that "distance learning" is a process of interactive communication between a student, a teacher and an interactive source of information resources, during which the transfer of knowledge, skills and abilities are carried out in the context of ICT [3].

According to A.V. Khutorskyi, distance learning means learning, during which the participants in the process, i.e. the subjects of learning are at a distance and carry out the educational process using the means of telecommunications [4].

According to the Ukrainian Pedagogical Dictionary, "distance learning is a form of learning when communication between a teacher and a student [...] takes place through correspondence, tape, audio and video cassettes, computer networks, cable and satellite television, telephone or fax, etc." [6].

The purpose of this article is to theoretically substantiate the use of a technological platform in the system of a foreign language distance learning.

Presenting main content. Modern students need a special approach and highly qualified specialists in the field of modern education, who would have the desire and ability to encourage the modern young generation to study in general, and in particular, to learn a foreign language. The use of digital resources helps students to study at universities, stimulates their thinking, provides new opportunities and allows them to learn to discover new talents.

Foreign language teachers working with students are aware that today's youth think and behave differently than previous generations. They were born in the world of information technology; spend a lot of time on social networks, on various web platforms and in general on the Internet, and trust the ideas of the web more than the postulates in well-known textbooks. The modern young generation can be called "digital". These young people need a special approach and an appropriate technological platform for the formation of knowledge and skills.

Distance learning greatly facilitates the degree or additional training for some students, while balancing work and family responsibilities. Most distance learning programs allow them to work in their own comfortable space, place and leisure. Under such conditions, they overcome the difficulties of the learning process with more flexibility. Students must learn to work well on their own and without constant guidance and monitoring by an instructor, making distance learning a challenge for those who find it difficult to motivate [5].

For example, an interactive tool such as a webinar (from the Web-workshop), which can be divided into both categories: synchronous and asynchronous e-learning. When students participate in an online webinar and listen to a teacher's lecture in real time and ask him or her a chat, we are dealing with synchronous learning. If the webinar recording was downloaded from the site some time ago, then we use an asynchronous type of webinar and e-learning.

Webinars are very convenient because listeners and participants can register for the webinar if they are interested, or watch webinar recordings if they do not attend them in real time. Thus, students learn to use their time rationally and plan all things in advance independently. Video communication can give students a chance to have real communication in a foreign language and create motivational activities for learning the language. With video conferencing tools such as Viber and Skype, students can download a lesson plan, video, and tutorial. Students can explore the world of digital imaging, and how digital video and software can bring life to the classroom and be used to create motivational language learning activities.

Videoconferencing as a means of enhancing communication can also be the subject of discussion of experimental and scientific research, management of the organization and the educational process. The first desktop video conferencing systems appeared in the mid-90s. Since then, they have been widely used by organizations providing distance learning services. According to psychological research, on average about 20% of information is perceived during a telephone conversation; in personal communication almost 80% of everything that was said is assimilated, and in a video session this figure reaches 60%. Moreover, if the conversation is complemented by visual uneven language (gestures, facial expressions, body language, etc.) on the audio channel, this visual

support improves and increases the effectiveness of the interlocutor's perception. It is obvious that in video calls the psycho-physiological parameters are somewhat equal to the face-to-face contacts, and they significantly exceed the capabilities of telephone communication.

However, to ensure effective video conversation in business or the educational process, it is not enough to simply see and hear just one interlocutor or partner. It is necessary to organize video conferences between several participants, ensuring the exchange and transmission of additional information (presentations, documents, video images from additional cameras, chats with participants, etc.). The technology of simultaneous transmission of video, voice and data is called video or teleconferencing. Today, video conferencing technology is considered highly effective for optimizing business processes by reducing transport, overhead and other costs.

In our country, the use of video communication and video conferencing is optimal in the following cases:

- if the cost of working time for management is so high that the organization of a teleconference saves travel expenses;
- if it is necessary to achieve a high level of learning, rapid acquisition of knowledge and information provided by a speaker or a teacher;
- if there is an objective need for direct contacts and quick decision-making;
- if in emergencies it is necessary to immediately organize a virtual meeting of numerous and extremely busy performers and experts of different levels located in remote geographical areas.

The Internet is one of the least expensive approaches to connectivity. In addition, through the Internet, the distance learning community can access hundreds of libraries and databases. It is very convenient. Another handy "bonus" is that the training material can be stored on a website or distance learning platform. Students and teachers also have access to a video of the lesson, seminar, webinar, etc.

Not every participant quickly adapts to distance learning, so it is worth providing motivational elements and self-discipline.

In virtual communication, the teacher must certainly take into account the specifics of linguistic tools and resources, the rules of interaction, through technological features that can not only promote dialogue, but also complicate it. Teachers are faced with both methodological and didactic tasks aimed at optimizing the communication process, which is determined by the ability to dialogue with interlocutors, formulate their opinions, define tasks, avoid ambiguity of messages, etc.

Since it often happens that traditional fundamental paper dictionaries are obsolete for modern distance learning, it is worth making a presentation of modern electronic dictionaries. In this case, you can use computer dictionaries and consider them as current lexicography. When reviewing the results of the electronic dictionaries introduction in the educational process, it was found that students in the classroom prefer to use portable e-books. They often use printed dictionaries or a computer translator to translate original texts. The quality of such work is low and does not meet the required translation standards. To increase interest in electronic dictionaries, it is necessary to develop a set of specific exercises that facilitate the acquisition of skills in using the dictionary.

Electronic dictionaries and electronic versions of printed dictionaries are now widely available in the software and printed products market. They are a good basis for simplifying the learning of a foreign language.

Lingvo dictionary can translate words and phrases from Ukrainian into English, Spanish, Italian, German and French. The Ukrainian-English dictionary consists of the following thematic dictionaries: universal, economic, computer, polytechnic, medical, legal, scientific, oil and gas, informal words and expressions, as well as phrases and grammar. In addition to real computer dictionaries, there are lots of electronic versions of traditional literary words. Foreign publishers such as Longman, Cambridge University Press, McMillan, publish ordinary dictations on a printed substrate with a discrete content containing an electronic version of the dictionary.

The use of audio-visual textbooks, i.e. photos, videos, audio- fragments is considered a great advantage of educational electronic dictionaries. The uniqueness of electronic dictionaries lies in

the explanation of grammatical phenomena both in the usual way and through an authentic dialogue, which is not typical for paper dictionaries.

Thus, electronic dictionaries should play an important role in the learning process of university students. The method of using electronic dictionaries, their structure and records design will facilitate the translation process and make it more efficient. Modern information technologies have a positive impact on the learning process and significantly expand learning opportunities, providing visual, demonstrative, easy to understand presentations.

Conclusions and further scientific research perspectives. Foreign language learning in the distance conditions has a number of advantages that there are:

- access to knowledge, regardless of a student or a teacher location;
- reduction of university costs (rent, utilities, etc.);
- the possibility of conducting classes for a fairly large audience of students;
- increasing the amount of independent work;
- raising the level of knowledge through the use of modern ICT tools.

Distance learning requires creating new quality educational content, interactive multimedia communication, multi-level tests. It is necessary to improve educational and methodological strategies to support distance learning technologies in Higher educational establishments.

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ТЕХНІЧНІ ТА ТЕХНОЛОГІЧНІ ПЛАТФОРМИ У СИСТЕМІ ВИВЧЕННЯ ІНОЗЕМНОЇ МОВИ В УМОВАХ ДИСТАНЦІЙНОГО НАВЧАННЯ

***Анотація.** У статті зроблено спробу проаналізувати особливості використання електронних книг, словників та інтерактивних методів вивчення іноземної мови в умовах дистанційного навчання. Наведено приклади і способи їх проведення. Виокремлено і проведено класифікацію нестандартних занять, окреслено переваги інтерактивного методу, методичні засади, поняття про метод використання інноваційних технологій під час проведення практичних онлайн занять.*

Сучасному суспільству потрібна якісна освіта, яка спроможна забезпечити зрілі вимоги до фахівців. Сучасні студенти потребують особливого підходу та висококваліфікованих фахівців під час дистанційного навчання. Використання цифрових ресурсів допомагає студентам навчатися, стимулює їхню думку, надає нові можливості. Дистанційне навчання дозволяє студентам працювати у вільний час, у комфортному просторі. Сьогодні за допомогою онлайн навчання вже можна отримати магістерський ступень у різних навчальних закладах вищої освіти не виходячи з власної квартири.

Використання інтерактивних інструментів таких, як веб-семінари, вебінари, відео конференції дозволяє студентам завантажувати відеозаписи, навчальні посібники, виконувати різні види вправ з іноземної мови самостійно без постійного керівництва викладача. Популярність дистанційного навчання на основі інтернет-технологій, особливо в системі вищої освіти, щорічно зростає і дає можливість отримувати освіту без відриву від виробництва і економити ресурси та час.

У поєднанні з традиційними формами навчання, дистанційне навчання у навчальних закладах вищої освіти може надати необхідні навички та вміння у майбутній професійній діяльності.

Дистанційне навчання наразі перебуває лише на стадії становлення, але використання світового досвіду і прогресивних технологій в перспективі може сприяти новим можливостям у вивченні іноземної мови. Зволікання з розвитком дистанційної освіти загрожує зниженням конкурентоспроможності у світовому просторі.

***Ключові слова:** веб-семінар, вебінар, асинхронний та синхронний методи дистанційного навчання, електронна книга, електронний словник індивідуальний підхід, інтерактивний метод, дистанційне навчання, онлайн семінар.*

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