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**INNOVATIVE DISTANCE LEARNING TECHNOLOGIES  
FOR TEACHING FOREIGN LANGUAGES  
TO STUDENTS OF NON-LINGUISTIC UNIVERSITIES**

***Annotation.** The article deals with innovative distance learning technologies for teaching foreign languages to students. The principle of distance education is described. The new role of the teacher is justified. It is considered a decrease in the number of classroom hours and an increase in hours devoted to students' independent work. The aims of pure distance courses and elective learning courses are shown. The gaining popularity of distance learning of foreign languages is approved.*

***Key words:** foreign languages, innovative technologies, computerization, distance learning, hybrid courses, sandwich courses*

Today, there are fewer and fewer people who consider higher education an unnecessary luxury. However, not everyone can get it by coming to a big city and going to college. Therefore, many universities, especially foreign ones, are ready to offer distance education with a corresponding diploma. It has become fashionable in

many countries: every self-respecting university and institute now necessarily has such programs. Special “distance” educational institutions are also opening, many of them have already gained immense popularity in the world and have opened their branches in different countries (for example, the British Open University) [1]. According to forecasts, it is distance education (in combination with traditional forms of study) that will prevail in the next century, and it is not without reason that it is already called “education of the future” today. [2]

Many people think that distance education is just a new form of distance learning that we know. To some extent, this is really so: a person can actually study without leaving home. But only on one condition: if he has a modern computer equipped with a standard program. The meaning of this program is precisely that distance education and modern technology are inseparable. And now a student, no matter where he lives, can study according to the program of almost any famous university, without leaving his country. Education becomes universal and accessible to everybody, ahead of the processes of political and economic unification.

Dwelling on its features, it should be noted its flexibility first of all. Distance learning students generally do not attend regular classes in the form of lectures and seminars, but work at a convenient time for them, in a convenient place and at a usual pace. This is a great advantage for those who are unable or unwilling to change their daily routine. In addition, a student does not need a certain educational level for admission, and everyone can study as much as they need to master the subject and receive credits.

Distance education programs are based on a modular principle. Each individual course creates a holistic view of a specific subject. This makes it possible to form a curriculum from a set of independent courses-modules that meets individual or group (for example, for the personnel of a separate company or definite department) needs.

The new role of the teacher should also be noted. We are now responsible for coordinating the learning process, adjusting the curriculum, consulting on the preparation of an individual curriculum, managing educational projects, etc. We manage educational groups of mutual support, help students in their professional self-

determination. Interaction between trainees and a teacher in the distance learning system involves the exchange of messages by sending them to the addresses of correspondents via computer networks. This allows you to analyse incoming information and respond to it at a convenient time for correspondents.

The need of modern society for specialists fluent in foreign languages both in everyday life and in professional activity creates the need to search for new constructive ideas to solve the problem of optimization and intensification of teaching foreign languages. In the information age, the role of education is also increasing because the fact that a person knows what he creates, how he receives, processes and transmits information depends on his success.

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. An objective trend in higher education institutions is a decrease in the number of classroom hours and an increase in hours devoted to students' independent work.

The role of the teacher in the educational process is being transformed: the function of the teacher as the main source of information gradually loses its relevance; he turns into an organizer, consultant, leader and expert of students' independent work. [2] All this requires a search for more effective teaching aids that would perform such functions in the educational process as information, systematized, controlling and motivating. These requirements can be met by the latest computer linguistic research, according to which the means of teaching are electronic textbooks, multimedia courses, training programs, which in combination is distance learning.

For distance learning of foreign languages for students of non-linguistic universities such as VNTU, a feature of the psychological and pedagogical conditions for the implementation of the educational process is the process of communication between the teacher and the student, which is carried out through computer communications.

Distance learning enables constant and dynamic telecommunication communication of the student and teacher. It is this feature that makes it possible to make distance learning of foreign languages through the Internet completely different in form from correspondence education and to some extent bring it closer to full-time education. The learning process involves the process of joint activities of the student and the teacher. In order for the activity to be general and regulated, it is necessary to have communication between them, which would ensure their direct communication.

The global Internet is an absolutely unique tool for learning foreign languages. The colossal information and didactic capabilities of the computer network are most effectively used for educational activities in the process of distance courses, independent cognitive activity of students and the educational process in the classroom and in the system of additional education.

There are several options for distance learning courses in foreign languages. Firstly, the so-called “pure” distance courses, in which during the course of training students are organized to work on all types of conversational activities in a distance space.

In this case, a direct meeting of a teacher with students occurs no more than once a school year or at the end of a training course with the aim of directly confirming the learning outcomes by testing, conducting an exam, interview, etc. Another option is distance courses of foreign languages of a mixed type (sandwich, hybrid), in which distance periods of independent work of students alternate with classroom lessons of a traditional type. Such distance courses can be considered as a kind of organization of the full-time form of the educational process.

Distance courses of foreign languages of a hybrid type can be divided into two groups: distance courses, which are used during the mandatory course of study (essential course), and distance courses for elective learning (optional course).

Pure distance courses of foreign languages are the most complete and contain tasks for the formation of lexical and grammatical skills and abilities in all types of language activities. Distance courses, which are used during the compulsory course of full-time students, are close to automated curricula for computer-assisted language

learning (CALL – Computer Assisted Language Learning). They are often aimed at developing specific skills and abilities. [3]

Distance courses of an elective group are aimed at learning a foreign language for special purposes, for example, in groups of graduate students. They are designed for long distance periods with short face-to-face sessions of classroom work. Based on the above, we can list the following advantages of distance education when learning foreign languages:

- ✓ flexibility – students, in general, do not attend regular classes, but study at a convenient time and place;
- ✓ parallelism – training is carried out simultaneously with professional activity, without interrupting production or other type of activity;
- ✓ cost-effectiveness – the use and development of computer modeling leads to a decrease in the cost of training specialists;
- ✓ manufacturability – the use of new achievements of information technologies in the educational process;
- ✓ large audience and social equality – levels of educational opportunities regardless of place of residence, health and social status, which makes it possible to significantly expand the number of students;
- ✓ the role of the teacher – distance education expands and renews the role of teachers, makes them mentors who must coordinate the cognitive process, improve creative skills, according to innovations and novelties;
- ✓ positive influence on the student – increasing the creative and intellectual potential of a person through self-organization, striving for knowledge, the use of modern information and telecommunication technologies, the ability to independently make responsible decisions.

Remotely organized exams, interviews, practical, coursework and design work, external studies and computer intelligent testing systems are used as forms of control in the new form of training. It should be emphasized that the successful solution of the problem of quality control of distance education, its compliance with standards by creating a unified system of state testing is of fundamental importance. Academic

recognition of courses, the possibility of crediting their passage by traditional educational institutions depends on it.

Distance education, as one of the forms of the continuous education system, is designed to realize the human rights to education and information. It will allow anyone who wants to receive basic or additional education in parallel with their professional activities.

Among the important shortcomings of the distance form of education in Ukraine is also the lack of direct contact between the personal teacher (tutor) and the distance student due to the extreme professional workload of Ukrainian teachers. Students of foreign distance courses can receive answers to their letters in a few hours, because there are many more teachers in countries with significant experience in implementing distance education than students. Unfortunately, the opposite situation has developed in Ukraine – we have a lot of people willing to receive distance education, and there are few experienced teachers who are familiar with the latest technologies of distance communication. [6]

The need to shape the person of the future is a serious challenge to the world education system. As clearly and adequately as we can identify and implement new learning technology, and its distance forms that improve the quality and increase the coverage of education, so productively the national school of education will fulfil this historic order to create a new civil society in our country.

Nevertheless, distance learning of foreign languages is gaining popularity in the field of education. Further development of information technologies, the inevitable virtualization of universities that conduct their activities in the field of distance education, will lead distance learning of foreign languages to a compulsory form of education, not only in the context of an independent discipline, but also in conjunction with different courses.

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