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## **THE DISTANCE LEARNING TECHNOLOGIES IN THE PROCESS OF FOREIGN LANGUAGE TEACHING**

One of the important issues that a high school is facing is to improve the quality for future professionals training. A graduate of a higher education institution (HEI) should not only get knowledge of the relevant disciplines of the curriculum, but also master the skills of its use in future professional activities. Therefore, the modern educational system is interested in creating new methodologies and in finding innovative methods for increasing the efficiency of self-possession of students' teaching material, in particular, in a foreign language (FL), since its learning is an integral part of a modern specialist professional training.

Perception of FL role for future professional activities creates the basis for continuous self-improvement and self-education of students for lifelong learning, which is especially relevant in the implementation of the principles of the Bologna Declaration, when the role of extra-curricular independent work increases in the system of studying at universities. Therefore, the organization of the process of independent educational activity of students in FL deserves special attention.

The peculiarity of the modern stage of computerization in FL study is the increased interest in the theoretical substantiation of the problem of using information and communication, namely, distance learning technologies, which prove the works of R. Buzkykov, Y. Bulakhova, K. Dmitrieva, V. Zyubanov, O. Ignatova, T. Koval', V. Sviridyuk, M. Tatarinova, T. Yamskykh, N. Mayer, N. Yatsynina etc.

Theoretical analysis of scientific developments and practical experience allowed to highlight the advantages of using distance learning technologies for individual mastery of foreign language competence. According to definition of K. Kozhukhov, distance learning technologies are the technologies that allow the implementation of purposeful and methodically organized guidance in the educational and cognitive activities of students and are based on the use of a wide range of traditional, information and communication technologies [1]. O. Andreev, K. Kozhukhov, Y. Polat, V. Soldatkin, A. Khutorsky distinguish the following types of distance learning technologies that are introduced into the educational process: case-technology, Internet technology, TV-technology.

*Case technology (electronic case)* is a computer learning tool that is deployed in the Internet and contains a set of educational and methodological materials for forming a student's ability to communicate in FL and provides the guidance of their individual educational-cognitive activities in non-instructor-led conditions.

It should be noted that the organization of individual work for students using case-technology does not usually involve the use of information and communication technologies. The introduction of case technology in the learning process is mainly due to the desire to preserve and use the rich traditions of traditional learning methods and techniques. Typically, students receive all the necessary teaching materials directly from the teacher and work with them individually, following the implementation of the proposed control tasks during non-instructor-led work or in the auditorium under the supervision of a teacher. Student counseling with a teacher may be provided [2].

*Internet technology* is based on the use of information and communication technologies in the educational process. During self-mastering of FL in non-instructor-led conditions using Internet technology, students are provided with teaching materials and interact with the teacher, other students or with the electronic learning tool in the Internet environment.

Internet technology provides a wide range of opportunities for improving the efficiency of foreign language teaching in general: access to the most up-to-date authentic materials, socio-cultural information; direct communication with native speakers of the language being studied; participation in joint international projects, conferences and so on. To this end, the various Internet resources available to teachers and students are used: e-mail, video conferencing, chat, virtual e-libraries, online journals, databases, web site, weblog, forum, virtual class-room, bulletin board, network multimedia training courses [2].

*TV technology* is such a distance learning technology, with the help of which the teaching material is transported through satellite systems or television systems. TV technology provides the opportunity to collectively or individually viewing and listening to video collections provided by the curriculum of discipline, acquaintance with video materials on a certain topic. You can predict that using TV technology can be effective in teaching listening or speaking. As practice shows, the use of Internet TV technologies does not necessarily imply the remoteness of the students and the teacher. In an auditorium, under the guidance of a teacher, students can watch TV programme, a movie, listen to a television lecture. They can work in a computer class connected to the Internet, or to study material placed on a CD or flash-drive under the guidance of a teacher. But there are some types of work with Internet resources (e-mail correspondence, chat, web browsing, work with search engines), which we believe should be encouraged by students for individual non-instructor-led work [2].

### **References**

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**Abstract. Cherniavskiy B. The distance learning technologies in the process of learning a foreign language.** *The article is devoted to the analysis of the distance learning technologies that can be used in the process of a foreign language teaching in the university. Their definitions and basic characteristics are given. The names of domestic scientists involved in the study of distance learning technologies are indicated.*

**Keywords:** *distance learning technologies, foreign language, TV-technology, case-technology, Internet-technology.*

**Анотація. Чернявський Б. Дистанційні технології у процесі навчання іноземній мові.** *У статті проаналізовані дистанційні технології, які можуть використовуватися у процесі навчання іноземній мові у ВНЗ. Подано їх визначення та наведені базові характеристики. Зазначені прізвища вітчизняних науковців, які займалися вивченням дистанційних технологій.*

**Ключові слова:** *дистанційні технології, іноземна мова, ТВ-технологія, кейс-технологія, Інтернет-технологія.*

**Аннотация. Чернявский Б. Дистанционные технологии в процессе обучения иностранному языку.** *В статье проанализированы дистанционные технологии, которые могут использоваться в процессе обучения иностранному языку в ВУЗе. Подано их определения и приведены базовые характеристики. Указаны фамилии отечественных ученых, занимавшихся изучением дистанционных технологий.*

**Ключевые слова:** *дистанционные технологии, иностранный язык, ТВ-технология, кейс-технология, Интернет-технология.*

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## **THEORETICAL BASES OF READERSHIP COMPETENCE FORMATION OF FUTURE FOREIGN LANGUAGE TEACHERS BY MEANS OF EDUCATIONAL COMPUTER PROGRAMS**

The investigation is devoted to the solution of the problem of the readership competence forming of future foreign languages teachers by means of educational computer programs. The scientific novelty of the results of the study is that for the first time a complex of organizational and pedagogical conditions has been developed and tested that ensure the effectiveness of forming the readership competence of future foreign languages teachers by means of educational computer programs. To this point, the following was clarified: the conceptual-categorical apparatus of professional pedagogy ("competence", "foreign language competence", "readership competence", "information and communication technologies", "educational computer program"); components, criteria, indicators and levels of readership competence formation of the future foreign languages teachers by means of training computer programs. The content of forming the readership competence of future foreign languages teachers was improved with the help of educational computer programs [2].

The main purpose of the study is to provide theoretical basis, practical development and experimental verification of the formation of the reader competence of future teachers of foreign languages by means of educational computer programs for solving pedagogical tasks.

To achieve the research goals, we should perform the following tasks:

1. To reveal the theoretical foundations of the role and place of readership competence in the professional competence of future foreign language teachers.
2. To identify and characterize the content and structure of readership competence of the future foreign language teachers.
3. To analyze and generalize the domestic and foreign experience of the use of educational computer programs in the training of the future foreign language teachers.
4. To characterize the didactic potential of the educational computer programs as a means of information and communication technologies for the training of the future foreign language teachers.
5. To characterize the educational computer programs as a means of information communication technologies for the training of future foreign language teachers.
6. To define and characterize the organizational and pedagogical conditions of forming the readership competence of future foreign language teachers by means of educational computer programs.