

Inna Okatieva,

*PhD, Associate Professor at Department of Foreign Philology,
Humanitarian Pedagogical Academy, Kharkiv, Ukraine*

DISTANCE LEARNING OF FOREIGN LANGUAGES IN THE MODERN EDUCATIONAL SPACE: TIME REQUIREMENT

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Modern processes of integration, globalization and digitalization of all spheres of public life of Ukraine, its inclusion in the European context, international exchange of information lead to increasing the status of a foreign language as an important means of communication. Intercultural communication in the modern world requires a specialist to master not one, but several foreign languages. In time, the development of a multilingual and multicultural language personality is especially important.

Updates and innovations of education at the present stage of development of Ukraine require the inclusion of technological innovations in the educational process, changes in the organizational side of the educational process and are accompanied by a multilevel restructuring of the educational process. The steady trend of increasing the role of a foreign language in all spheres of human life in modern society requires a new approach to learning foreign languages. Today, distance learning of foreign languages comes to the fore. Despite the growing number of studies (domestic: P. Asoyants, V. Bebykh, G. Kitaygorodskaya, S. Kustovsky, O. Pankov, L. Shkolyar and foreign: T. Barker, M. Hines, S. Hsu, C. White and others), this area is in a state of constant and continuous development and that is why it remains not fully studied and relevant.

Distance learning of foreign languages has its own characteristics. The role of a foreign language teacher is changing. He is not only a source of knowledge, but also a guarantor of obtaining this knowledge, ie acts as a strategic partner in the educational process, acts as a mentor, organizer, consultant, advisor. The use of the latest

technologies requires from the teacher a high level of professional competence and skills of possession of information means.

The specificity of teaching activities is enhanced by the computer-mediated exchange of information over the Internet. As I. Polyuk emphasizes, the development of the information educational environment means the identification, concept and development of various parameters: software (types of processing, organization of data access, etc.); ergonomics (data usage), scripting (design and programming of possible teaching methods) [1].

Note that, unlike traditional places for learning (classrooms), the Internet is an open space where it is possible to encode the interactions that take place between the teacher and the learner. Communicating in the language environment provided by the Internet, users are in real life situations, which forces them to speak accordingly, not using memorized phrases, but creating their own statements, and it stimulates the study of new vocabulary, grammatical structures. When working independently in the system of distance learning of a foreign language, asynchrony is of positive importance: free choice of time and rhythm of learning, as well as personal investment.

The ability to use the latest information tools (electronic manuals, multimedia courses, training programs, information retrieval on the Internet, site-surfing, etc.) makes learning foreign languages more effective and diverse.

To ensure the formation of language competence, it is possible to use communication in chats, reading and translating authentic texts, conducting online conferences, video sessions on the Zoom platform, which helps to solve communicative and cognitive problems by means of foreign language communication. There are also special computer programs that allow the learner to build a dialogue with the computer.

Internet platforms with text, voice or video chat are widely used for the development of speech practice. These resources offer interactive learning and written or video communication with native speakers. L. Shkolyar emphasizes that the interactive approach in the virtual space is one of the means to achieve the communicative goal [2].

One of the modern means of increasing the foreign language communicative competence is the use of parallel translation in the educational distance process. Parallel translation allow you to find quickly possible equivalents of foreign vocabulary, to trace their meanings and functions in certain contexts. As M. Shvedova rightly notes, with their help it is possible "quickly obtain a large number of real translation decisions are made by native speakers and analyze the identified equivalents in vocabulary and grammar, to explore translation models" [3]. A significant amount of translation time is spent accessing abstract information, such as dictionaries. Electronic parallel translation and linguistic computer technology reduce these time costs and provide examples of professional translation in the study of translation techniques and methods. The translator receives a tool for quick analysis of the language unit and its translation options with the involvement of a large array of textual and extralinguistic information with simultaneous immersion in the context.

Thus, distance learning of a foreign language meets the requirements of modern information educational environment, intensifies the process of acquiring knowledge, modernizes forms and methods of learning foreign languages, provides an individual and differentiated approach to learning, promotes creative thinking. At the same time, distance learning of a foreign language as an educational innovation requires a detailed study and consideration of all the features of use in the modern educational space.

List of references

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