THE EFFECTIVENESS OF DISTANCE LEARNING IN TEACHING FOREIGN LANGUAGES

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ANNOTATION

In this article, the author discusses the benefits of using a distance modeling system in education when teaching a foreign language.
KEY WORDS: *professional education, foreign languages, educational base, model, distance education, training system.*

ЭФФЕКТИВНОСТЬ ДИСТАНЦИОННОГО ОБУЧЕНИЯ В ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ

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Аннотация
В этой статье автор обсуждает преимущества использования системы дистанционного моделирования в образовании при обучении иностранному языку.
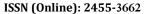
__Ключевые слова:__ профессиональное образование, иностранные языки, учебно-методическая база,модель, дистанционное образование,система обучения.

DISCUSSION

In the innovative strategy of the pedagogical process in vocational education, the role of the university rector, deans and teachers of foreign languages as direct carriers of innovative processes significantly increases. With all the variety of technologies for teaching foreign languages: didactic, computer, problem, modular and others, the implementation of leading pedagogical processes remains with the teachers of foreign languages. With the introduction of modern technologies in the educational process, foreign language teachers are increasingly mastering the functions of a consultant, adviser.

This requires special psychological and pedagogical training from them, as in the professional activity of a teacher, not only special, subject knowledge in the field of pedagogy and psychology, technology for teaching a foreign language is realized. On this basis, a readiness is formed for the perception, assessment and implementation of pedagogical innovations (innovations, changes). The

educational and methodological base, educational and information technologies of any university are such that they do not depend on whether it is a full-time study, or part-time, or remote.

If knowledge, all educational material, all its didactic component are formalized and are in a formalized form, in computers, it's all the same, in principle, where to apply this knowledge: either to an audience (equipped accordingly), or to a user located outside the educational institution .

The world telecommunication infrastructure today makes it possible to create systems of continuous continuous self-study of foreign languages, universal information exchange, regardless of time and space zones.

Distance learning of foreign languages entered the 21st century as the most effective system of training and the continuous maintenance of a high qualification level of specialists. Teaching foreign languages was remotely intended for students who, for some reason, could not attend stationary educational institutions. So, the main task of the University of London, organized in 1836, is to help and conduct examinations for obtaining certificates and degrees for students who did not attend ordinary educational institutions [1, p. 72].

The system of teaching foreign languages on the basis of one university for students studying is not stationary (oncampus), but at a distance, in absentia or remotely, i.e. based on new information technologies, including computer telecommunications (offcampus). At the new University of South Wales in Australia, he provides distance learning and distance learning of foreign languages.

The cooperation of several educational institutions in the preparation of distance learning distance learning programs makes them more professionally high-quality and less expensive. A similar practice was implemented in the Keprikon inter-university tele-education program, in the development of which the universities of Argentina, Bolivia, Brazil, Chile and Paraguay took part, and the Commonwealth of Education program in Britain, which agreed to organize a distance learning network for foreign languages for all countries of the commonwealth.

Autonomous educational institutions created for the purpose of distance education of foreign languages in the United States at the National University of Technology (Colorado) prepare students for various specialties. At this stage of the study, it seems appropriate to consider integrated factors, such as technological, which is determined by the information technologies used to develop, deliver, support training courses and the learning process of foreign languages in general; pedagogical determined by a set of methods and techniques used in the course of the educational process in foreign languages;

organizational, characterizes the specifics of the organizational structure of the educational institution of distance learning. The "ideal model" of distance education in foreign languages includes an integrated environment, with a variant definition of the role of various components - technological, organizational and methodological.

The list of the main technologies used in universities by the distant education of foreign languages, of course does not mean that any particular model should be characterized by the use of only one of them. Multimedia - an approach based on the use of several complementary information technologies, seems to be the most effective in the field of foreign language education. Technologies used today Distance learning of foreign languages can be divided into 1. non-interactive (printed materials, audio-video media); 2. means of computer training in foreign languages (electronic textbooks, computer testing and knowledge control, the latest multimedia tools); 3. Video conferences - advanced telecommunication facilities for audio channels, video channels and computer networks.

Interactive databases systematize data arrays that can be accessed via telecommunications. Using these resources, course developers can maintain local databases for both students and teachers of foreign languages. So, at MurdochUniversity, the catalog of library services that are available over the Internet has more than 70 pages. Students and teachers of foreign languages at Ohio State University have access to 9 major libraries and a number of databases via the Internet [2, p. 43-44].

CompuServe users have access to databases such as Academic American Encyclopedia, Dissertation Abstracts, ERIC, Magazine Database Plus, Peterson's College Database. Computer-mediated communications allow more active use of such methods of teaching foreign languages as debates, modeling, role-playing games, discussion groups, brain attacks, Delphi methods, nominal group methods, forums, and project groups.

Thus, we understand that the previous model of teaching foreign languages should be replaced by a new model based on the following provisions: the student is at the center of the learning technology; the essence of technology is the development of self-learning ability; students play an active role in learning; at the heart of learning activities is collaboration.

Distance education in foreign languages gives students access to non-traditional sources of information, increases the effectiveness of independent work, gives completely new opportunities for creativity, acquisition and consolidation of various professional skills, and allows foreign language teachers to implement fundamentally new forms and methods of teaching.

LITERATURE

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