

PECULIARITIES OF DISTANCE TEACHING ENGLISH AT THE UNIVERSITY

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Abstract: The article deals with the problems of distance learning English at a university. We are talking about a detailed analysis of the problems in teaching English to a modern student in a classroom group. A number of problems are presented, the solution of which is to attract distance learning using digital technologies. The author pays special attention to the correctness of the organization of the distance learning process itself, the advantages of such training are noted, it is said about the need to use all types of speech activity.

Keywords: Education, computer technologies, Internet resources, distance learning educational process, student activity, foreign language, English language, learning process.

Modern high-tech society not only provides everyone with free access to education, taking into account their interests, abilities, needs, saving time and money, but also dictates the need to adapt to life in conditions of high-speed information technology to prepare for active independent professional activity. Computer technologies, Internet resources, digital devices, Web 2.0 technologies, distance learning are increasingly being used in the education system and are designed to provide solutions to these problems. When implementing them, it should be clearly understood which didactic, psychological and pedagogical tasks can be solved with the help of new technologies.

Distance learning is a form of learning in which the interaction of the teacher and the student is carried out at a distance, but it contains all the components of the educational process (goals, content, methods, organizational forms, learning tools) and is implemented by means of Internet technologies. Distance learning is a rapidly developing form of correspondence education in demand in modern society, aimed not only at providing pedagogical services to compatriots, but also focused on working with foreign students. The export of educational services for foreign countries is one of the important directions in the foreign economic activity of the state.

There are three groups of methodological problems with distance learning of English for foreign students:

1. Problems related to distance learning as such.
2. Problems of teaching professionally oriented English.
3. Problems of interaction with foreign students.

Distance learning in the higher education system is becoming more widespread, complementing correspondence, and sometimes full-time education. Interaction of teachers and students is carried out indirectly, with the use of information and telecommunication technologies. There are a number of platforms on which it is possible to deploy UP to, a far incomplete list of which includes iSpring Online, Moodle, TrainingWare Class, Claroline LMS, EduTerra.PRO and others. These services have a set of unique didactic capabilities, providing intensification and interactivity of the educational process. The specifics of each model of the

distance learning process determines the selection and structuring of the content, means, forms and methods of teaching. The systems are focused primarily on the organization of constant interaction between the teacher and the trainees, providing effective feedback, despite the distance from the place of study. Such platforms make it possible to effectively organize the learning process, using such opportunities as seminars, webinars, tests, filling out electronic journals, including various objects and links to Internet resources in the lesson, and also provides qualitative and quantitative control of the student's knowledge.

When preparing training courses on educational platforms, it is necessary to take into account the psychological and pedagogical conditions inherent in distance learning. Communication here is interpersonal, but mediated. It is often heard that the lack of "live communication" in distance learning affects both the quality of learning the subject and the clarity of the organization of the educational process, however, modern educational platforms are quite capable of creating a natural language environment, providing communication of the student not only with the teacher and partners online, but also with real partners - native speakers.

Distance learning involves significant student activity, self-organization of his activities, increases independence and responsibility, provides an individual pace of learning that allows you to form the necessary lexical and grammatical skills, skills of creating text, listening to text and reading based on autonomous individual and group activities on the web. At the same time, the electronic learning platform allows you to organize a sequence of educational actions, forms of interactive interaction between students, as well as various forms of control with established deadlines. The teacher can fill the interactive learning space on educational platforms with textbooks, an electronic dictionary, links to external websites on the Internet, create forums on course topics, conduct blogs and video conferences, organize students' project activities, use case technologies. In this regard, the electronic learning system has no less, and even greater possibilities for organizing educational activities than real interaction in the classroom. The teacher can, as necessary, make additions and changes to both the textbook and other course materials, promptly responding to the dynamic learning situation.

The organization of the educational process in the distance learning system significantly affects the improvement of distance education technologies:

- * provide on-line teacher-student communication,
- * activate the independent work of students,
- * increase control over the course of training,
- * increase interest in the discipline being studied,
- * contribute to the development of a creative approach, both on the part of the student and the teacher.

The specificity of the subject is primarily due to the fact that the leading component of the content of teaching a foreign language is not the basics of sciences, but the methods of activity - teaching various types of speech activity: speaking, listening to speech, reading, writing and has a communicative-oriented character. Consequently, the main purpose of training is to master speech, communication, in the formation of speech-thinking activity. The communicative approach involves teaching not only speaking, but also interrelated training in all forms of oral and written communication, situational presentation of language material, orientation to an individual approach, pace and nature of learning.

Interconnected learning also includes grammatical skills, since unsystematic grammatical knowledge makes communication difficult. The formation of grammatical competence, as well as reading and translation skills is quite achievable with distance learning, and the use of interactive features of educational platforms significantly increases its effectiveness.

For the formation of communicative skills, that is, the ability to use their knowledge in speech, a high density of communication is necessary, which is difficult with distance learning, which mainly relies on a larger amount of independent work, and communication is carried out indirectly, remotely. Therefore, it is necessary to correlate the specifics of language teaching and

the specifics of distance learning by using the potential of educational platforms, such as group and individual online seminars, consultations and teleconferences, which enable students to engage in a live dialogue with real partners, improving the skills of monologue and dialogical utterance.

Modern 0 teaching in a non-linguistic university aims not only to master speech, but also to acquire professional foreign language communicative competence, the ability to effectively interact in a foreign language, using it competently in professional communication situations. To do this, it is necessary to create such integrated training courses that would include the study of specialized subjects in a foreign language or include professional issues in the content of educational material. This makes it possible not only to enrich the professional vocabulary of students, but also to expand students' ideas about their profession, to master the latest knowledge in the specialty presented in publications in English.

At later stages of training, it is advisable to involve students in international webinars and projects on various issues. This stimulates and develops such communication skills as the ability to conduct a conversation, defend your point of view supported by arguments, the ability to find a compromise with the interlocutor and concisely express your thoughts. Thus, language fulfills its main function - it forms and formulates thoughts.

When adapting the English language distance learning system for foreign students, it is necessary to clarify a number of circumstances.

Firstly, it is necessary to clearly understand the purpose of their learning English, the communicative situations in which it is supposed to be used.

Secondly, it is necessary to take into account the national and cultural peculiarities of the mentality of students, their cultural background, which can be used to determine the content of educational tasks. To improve mutual understanding, it is possible to build tasks not only on the basis of vocabulary related to the specialty, but also on linguistic and cultural topics. For example, studying the topic of "Healthy eating" and "Unhealthy eating", one of the tasks asks students to list products and dishes of national cuisine that can be attributed to these categories. This allows the student to talk about their culture in English, introduce the teacher to it, and take an active position in determining the content of training.

Thirdly, the psychological characteristics of students' motivation should be taken into account. Distance learning as a whole is characterized by the psychological peculiarity of the interaction of communication participants, especially the difference in the perception of the situation between the teacher and students can significantly complicate the learning process. Many students have a purely external motivation to study, associated with the approval of family and society, while others have formed an internal interest in learning a foreign language, being aware of the pragmatic expediency of mastering it. Finally, there are students who are very poorly motivated for education, with whom, meanwhile, it is necessary to interact, increasing their interest both through the content of training and through organizational measures.

There are also purely psychological difficulties in adapting foreign students to learning English. Attempts to master a coherent text cause them considerable difficulties, causing self-doubt, which makes it difficult to complete subsequent tasks. Overcoming uncertainty is facilitated by systematically organized work and supportive support of the teacher. It is necessary to carefully select tasks for the texts, which will help their development.

Additional difficulties of distance learning of foreign students in English is that even the most wonderful teachers of BSU are not natural native speakers of English. Therefore, it is necessary to provide students with the opportunity to hear authentic foreign language speech, including not only educational audio and video clips, but also unadapted English and American films. Documentaries on relevant topics contribute to improving both the language and professional competence of students. Means of auditory and visual visualization will help to make a foreign language and the realities it speaks about more accessible to understanding.

Thus, the features that arise when teaching foreign students can be conditionally represented as a combination of: educational factors; social factors; personal factors. Thus,

distance learning based on new telecommunication technologies can become a real alternative to traditional education for students of non-linguistic specialties. It is characterized by the possibility of organizing the active cognitive activity of each student, providing effective feedback, interactivity, individualization and differentiation of the learning process, the formation of stable motivation of educational and cognitive activity. Since three types of problems overlap in the distance learning of foreign students in English, its implementation is complex, requiring great pedagogical skill. At the same time, determining the specifics of such training and consistently solving the difficulties associated with it will help expand the niche of distance education, strengthen the demand for training foreign students. And the improvement of the technical base, a skillful combination of existing methodological approaches, taking into account the psychological aspects of distance learning will allow us to count on positive results of the use of modern training technologies.

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