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ISSUES OF LEARNING FOREIGN LANGUAGES
IN CONTEXT OF DISTANCE LEARNING IN UKRAINE

Globalization in the modern world is the dominant factor and an urgent problem of development. It is characterized by the ever increasing role of knowledge and the transition of the world community from the industrial stage to the information stage of its development, the desire for a universal world, a world without borders in all spheres. Therefore, globalization in the field of higher education is an objective reality that requires a universal cadre of specialists and the universalization of the content of education, the reform of its content, forms and methods [1].

To fulfill a number of tasks defined by the Bologna Process, it is necessary to improve the quality of teaching foreign languages in universities. The way out of this situation is bilingual / bicultural teaching of foreign languages, which provides a synthesis of language, subject and intercultural components in preparing students for professional activities and is the basis for the internationalization of higher education in line with the Bologna process. In the countries of the European Union, the United States and Canada, decisive steps are being taken in this direction [2].

In the most prestigious universities in the United States, many courses are taught in foreign languages. All the content of these courses is concentrated around professional topics, classes are conducted using interactive methods for discussing professionally significant situations (storytelling) and the method of immersion, which requires a good knowledge of a foreign language, both by students and teachers. Globalization has a significant impact on the modernization of methods of teaching foreign languages. The most popular methods are such as, in particular, the communicative method, which reflect the integration trends in the world community and, on the one hand, is aimed at the possibility of communication in one form or another, and, on the other hand, helps to avoid the occurrence of language anxiety, negatively affecting the process of mastering foreign languages. In the educational process of a modern university, independent work of students is becoming increasingly important. Interesting experience in this regard has been accumulated in the USA, where such methods of independent work as individualized and personalized training, team-individual training are used. This method was found to be effective when working in both weak and strong groups at an advanced stage of training, since many tasks in authentic professionally-oriented textbooks involve working in small groups [1].

As researchers show, distance learning is the only promising way to solve the problem of lack of time among the working population, as well as the current epidemiological situation in the world to obtain additional knowledge in the field of increasingly necessary foreign languages [2].

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