

**А.О. Борисова**, канд. психол. наук, доц. (*ХДАК, Харків*)

**А.О. Колесник**, канд. техн. наук, доц. (*ХДАК, Харків*)

**APPLICATION OF DISTANCE LEARNING TECHNOLOGIES  
AS A MEANS FOR ACTIVATING FOREIGN LANGUAGE  
COMMUNICATIVE COMPETENCES DURING  
THE TEACHING OF FOREIGN LANGUAGES**

One of the elements of forming modern system of higher education is the increase of interest of young people in the development of professional competencies, an important component of which are foreign language communicative competencies that help graduates to fully perform their professional duties.

It is impossible to carry out any, and especially foreign, oral (or verbal) communication without mastering the skills of listening and speaking. Knowledge of foreign languages involves the use of various ways and means of expression in the process of communication. The most difficult thing when learning a foreign language is to master oral speech. In the middle of the last century, to solve this problem, the best British linguists developed a strategy of group learning of foreign languages – the so-called communicative method, which means that communication is carried out only in a foreign language, regardless of language proficiency - from the first lesson.

During the COVID-19 pandemic, distance education was forced to become a leader in educational technology: YouTube, Google Classroom, Zoom became not only extremely popular, but also in a great demand by students.

Those who oppose distance education are particularly insistent on its inability to teach a foreign language well. According to them, virtual lessons provide lower-level virtual knowledge. However, the virtuality of classes in this case does not play an important role: contact with the teacher does not disappear, but only the form changes.

Virtual distance learning environment is a software tool and a variety of methodological approaches that help in the application of the selected distance learning technology. You can create such an environment either on the basis of distance learning platforms (PDN) - the most famous of which are Moodle, E-front, etc., or with the help of Internet services - blog, e-mail, online board, videos on YouTube and others.

Distance learning platforms allow to solve the problem of organizing online learning in large educational structures and are the means of automating the process of virtual knowledge acquisition. The systems of managing learning content are designed to manage the flow of students,

control learning, help develop courses and maintain their characteristics, count the number of activities, determine the time students spend on the material (e-Tutorium, Moodle, E-front, etc.).

According to comparative research conducted by the researchers from the US Department of Education for 12 years, distance learning can be as effective as classroom activities, if the methods and technologies meet the objectives, and in case there is interaction between students and timely feedback between a teacher and a student.

When learning foreign languages, audio and video technologies (lectures, conferences, webinars, etc.) and electronic technologies (mail, blogs, chats, etc.) are used. Teaching materials, as a rule, contain the same structural elements used in the educational process during the work in a classroom: texts or videos of lectures, practical and test tasks, videos of laboratory works, etc. Regardless of the chosen method, foreign language teaching should be organized in such a way that a single language system is formed in the student's mind.

Any model of distance learning should flexibly combine independent cognitive activity of students with various sources of information and specially developed teaching materials, systematic interaction with the teacher of the discipline, as well as joint work with group members, using a variety of problem-based, research methods during the work with course modules.

In the context of the above, the main conceptual guidelines of distance learning of a foreign language can be formulated as follows:

- the basis of training should be an independent student's practice in the type of language activity that he is currently learning;
- the activities of each student must be organized on the basis of interactivity under the teacher's guidance;
- the learning process should be structured in such a way that the teacher has an opportunity to systematically monitor, adjust, and evaluate student activities throughout the course.