

PROBLEMS OF EFFECTIVE TEACHING OF A FOREIGN LANGUAGE AT THE HIGHER EDUCATION INSTITUTION IN REMOTE MODE

ЗАЙЦЕВА О.Ю.

Одеська державна академія будівництва та архітектури, м. Одеса, Україна

Among the methods of teaching foreign languages using modern technologies, there are not so many that would attract as much attention as distance learning. The rapid development of Internet technologies has stimulated the unification of the efforts of researches in the field of information and communication technologies and the field of education, constantly working on the creation of technological resources and their introduction into the education environment.

Beginning from the 2020, for the first time, all teachers had to face the need to use remote technologies for conducting all types of classroom activities. In this regard, it was necessary to combine knowledge in the field of computer technology and teaching methods, taking into account the special requirements for the distance learning system, some of them are often difficult to apply, for example, to conduct practical classes in a foreign language. In modern conditions, the most favorable for maintaining the quality of education is blended learning, in which distance learning technologies are also used. Blended learning is an educational approach that combines teacher-assisted (face-to-face) learning with online learning and involves elements of self-control by the student of the way, time, place and pace of learning, as well as the integration of the learning experience with the teacher and online.

Technically, the distance learning scheme is as follows: all participants in the process are connected to the Internet and can communicate with each other using it.

Members are: - teachers, whose task is to prepare educational material, place it in the electronic system (at our Academy it is google classroom), monitor the activity of students during the academic term, provide support and evaluate training (teachers can give material both on the basis of the Academy and from other locations); - students whose task is to study the material offered by teachers and available on the Academy portal in synchronous and non-synchronous modes, to do homework, control and examination tests and tasks; - administrator of the distance learning system, whose task is to manage the system. Communication between the student and the teacher also takes place via the Internet. They have synchronous and non-synchronous methods at their disposal. Synchronous includes chat and videoconferencing. To non-synchronous – e-mail and various instants messengers.

The aim of the foreign language course is to train students in oral and written communication in professional, academic and business fields. The following basic parameters became the starting point in the development and creation of the course: focus on all four language skills (listening, speaking, reading and writing) and their integration into the distance process. In this regard, it is concerned mastering of four

types of speech activity: receptive – listening and reading, productive – speaking and writing, as well as three aspects of the language associated with them – vocabulary, phonetics, grammar – the inclusion of additional elements specific to academic purposes, such as academic reading, writing and oral presentation; - selection and/or compilation of training material.

Knowledge assessment is an ongoing process. The student receives most of the marks during the educational process, the rest during the credit and examination tests. The final exam is mainly an assessment of the use of grammar, vocabulary and language skills, while language skills are assessed mainly in pre-examination tasks during practical exercises. This gives remote students more time to prepare and also reduces potential stress. The pre-examination tasks include: Progress Test (grammar, vocabulary and their using) – is a two-page test performed in the middle of the term and includes the material covered the previous part of the term. This test has a dual function. It should demonstrate student progress and identify problem areas that need improvement. In addition, it serves as a model for the final examination, which is more or less similar in form, but larger and covers all the passed material.

Written comprehension test – a short test that includes 20 questions with multiple choice and questions to complete the missing information with a set time for both “remote” and “traditional” students. The system records the answers. Written homework. - Home reading and writing – students read texts that correspond their level of preparation and perform tasks related to language learning, working with texts and writing essays. - Oral presentation – “traditional” students perform an oral presentation in the classroom in front of other students, while “remote” students record a presentation in the form of audio or video file.

The most important problem is the question of motivation of “remote” students. With regard to teaching a foreign language course, which is aimed not only at acquiring knowledge, but also at some skills, including communication, the problem of motivation seems to be the most important. The main task of the teacher is the preparation of the material and the implementation of the course is the question: How to maintain a high level of interaction in a virtual environment with limited direct contact? The key problem for students remains the lack of opportunities for direct oral interaction with groupmates, as well as with the teacher.

It should be noted that the results of student performance during distance learning is generally higher than traditional, face-to-face, learning. There are many reasons for this. Certainly it cannot be said that distance learning is superior in terms of efficiency of traditional one, but remote students have the opportunity not to miss the material of the classroom studies (if they missed it in the classroom). Audio and video broadcasts, as well as a variety of ways of synchronous and non-synchronous communication, make it possible to compensate the lack of presence in a face-to face lesson. In conclusion, it must be said that the use of distance learning in teaching foreign languages is the test.