

### **Some features of teaching a foreign language in a modern technical university in terms of distance learning**

*The new coronavirus pandemic has affected all areas of the global economy including employment, energy, agriculture and education.*

#### **Various means of information and communication technologies (ICT)**

UNESCO estimates that over 1.5 billion students in 165 countries are unable to attend classes due to COVID-19 [1]. The pandemic has fueled the development and penetration of online education. The pandemic has forced the global academic community to turn to new teaching methods, including distance and online learning. This has proven challenging for both students and teachers, who have to cope with the negative emotional, physical and economic consequences of the disease while helping to combat the spread of the virus. The students who study at our university today belong to the ‘*net generation*’, for which it is natural to use various means of information and communication technologies (ICT), which are associated primarily with personal computers and the Internet. Today's students do not imagine themselves apart from gadgets with ‘unlimited mobile internet’ and ubiquitous Wi-Fi. Mobile learning, concerning a foreign language, is a form of organization of the learning process and control based on the use of mobile communication devices (smartphones, tablet computers, etc.), in which students can develop and improve language skills anywhere and anytime and form socio-cultural and intercultural competence to use a foreign language as a means of communication in social, household and professional spheres [2].

#### **Educational activities organization**

The organization of educational activities plays important role in the formation of students’ motivation to learning. In our opinion, the organization of the process of mastering a certain topic should be divided into three parts: a) acquaintance; b) cognition; c) self-esteem [3]. The purpose of the introductory stage is to interest students in the content of educational material, to create conditions for each of them to assess their capabilities. To do this, it is appropriate to create a problem situation, to form the main educational task, as well as to report on the theoretical and practical significance of the topic. This approach creates a basis for setting each student's own goals. The teacher should outline and discuss the work plan for the time allotted, analyze the available knowledge and outline the amount of what needs to be mastered [4]. The operational stage is to master the content of the topic. To become motivated, students must understand the need to master the content, as well as the relevance of educational activities. The final stage is devoted to the analysis and evaluation of students' work, comparison of results with the set tasks.

Evaluation work should be organized in such a way that students can enjoy their actions in learning new and interesting material [5]. In this way, students will develop a focus on positive feelings in the future, which will result in the need for creativity and cognition, positive sustainable motivation for independent learning.

### **ICT in teaching foreign languages**

The use of ICT tools has become commonplace for foreign language teachers and allows teachers to make adjustments to the learning process, which now has the following features:

- connection to the resources of the global information system;
- availability and ease of converting data from text, graphics, audio and video information into digital and vice versa;
- availability of means of large amounts of information archiving and storage with the possibility of simplified access to the information, its transmission and replication;
- availability and ease of input-output devices use in its main forms: text, graphics, audio and video information;
- availability and ease of modern means of communication use, providing, on the one hand, informational interaction of users (students with each other and with the teacher), and on the other hand, immediate feedback between the user and the gadget;
- wide possibilities of an information database from various disciplines creation and replenishment;
- individualization and differentiation of the educational process by generating tasks of different levels of complexity;
- automation of information and methodological support of educational activities and control (self-control) and its results.

### **Educational risks of ICT in teaching foreign languages**

Examples of ICT tools that have become commonplace in the Department of Aviation English are electronic versions of printed textbooks and authentic texts of materials in the foreign language being studied and electronic textbooks; information and reference resources of the Internet in a foreign language; podcasts (audio and video) in a foreign language; foreign language audio and video lectures on the profile of training; interactive simulators in phonetics, vocabulary and grammar in the studied foreign language; online services focused on an independent study of a foreign language.

Teaching foreign languages in a modern technical university also involves the use of monolingual and bilingual online dictionaries; means of machine translation; online converters 'sound to text' and back; online services that allow you to create various information products in a foreign language, such as video lectures, video presentations, mind maps and test tasks; network platforms and communication resources, in particular discussion forums, groups within social network applications.

At the same time, teachers of the department have to take into account that the use of ICT in teaching foreign languages brings certain educational risks to the educational process, which can be divided into three groups:

1) contextual risks: Internet materials (texts, pictures, diagrams, diagrams, audio and video files, links to various resources) may contain outdated or false data, and sometimes even unethical or illegal information;

2) methodological risks: the complexity of the development of teachers' information resources based on careful selection, systematization and transformation of source material, its adaptation to the requirements of the discipline; the risk of substituting "feedback" with students in case of unjustified "reassignment" of the teacher's functions to computer programs and gadgets;

3) technical risks: threats of damage to computer software; possible failures when using programs; rapid ageing of software and hardware; problems of technical and software of educational process at the mass transition from print to electronic resources and the constant risk of a poor connection.

### **Conclusions**

In the Aviation English department of National Aviation University in the terms of distance learning, we created a virtual learning environment, which includes a variety of online sources for online lectures and testing. In our work, we use the model of teaching, characterized by an integrated approach of using several resources for the knowledge and skills transfer and consolidation as well as knowledge and skills assessment. Despite the popularity and general approval of this type of education, we should admit and our all students agree that online learning cannot replace 'live' communication between a teacher and a student, cannot create the atmosphere of an academic environment and replace the team and friendly communication between students; its task is only to supplement and expand the possibilities of classical university education.

### **References**

1. COVID-19 Educational Disruption and Response. *UNESCO*. – URL: <https://en.unesco.org/covid19/educationresponse>
2. Covid-19 impact: Online learning companies see spike in number of students. – URL: <https://www.livemint.com/companies/news/covid-19-impact-online-learning-companies-see-spike-in-number-of-students-11584724448197.html>
3. Dornyei, Z. Motivation and Motivating in the Foreign Language Classroom Source: *The Modern Language Journal*, Vol. 78, No. 3 (Autumn, 1994), pp. 273-284. URL: <http://www.jstor.org/stable/330107>. (дата звергання: 12.07.2019).
4. Gardner R. C. *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*. London: Edward Arnold. 1985. 208 p.
5. Oxford R., Shearin J. Language learning motivation: Expanding the theoretical framework. *Modern Language Journal*, Issue 78, 12-28, 1994.