PREPARING STUDENTS FOR PROFESSIONAL PHILOLOGICAL ACTIVITIES IN THE CONTEXT OF DISTANCE EDUCATION

INTRODUCTION
Over the past two decades, there has been a transition from traditional teaching to teaching based on computer technology. This became possible mainly with the development of the Internet, which made it possible to send the required number of melons from one end of the world to the other, freely conduct discussions with other network users online and post information on Internet sites, making it available to everyone. Modern information technologies make it possible to increase and improve the efficiency of the educational process. When reforming education in higher educational institutions, the concept of distance education is being progressively developed, which provides for the development of various technologies, including blended learning technologies.

Distance learning provides applicants for higher education with access to non-traditional sources of information, increases the efficiency of independent work, provides completely new opportunities for creative expression, finding and consolidating various professional skills, and teachers, in turn, allows them to implement completely new forms and methods of teaching on the application of conceptual and mathematical modeling of phenomena and processes. The modern direction of the development of philological education is a radical renewal of its content in accordance with the requirements of the current standards, focused on improving the quality of training of philologists, who must have solid professional knowledge, be able to replenish them independently and be competitive in the market of philological services. A philologist can implement his knowledge and skills in the scientific, literary, publishing and educational spheres, the media, in various funds, unions, humanitarian funds, museums, art and cultural centers, and the like.

The objects of study and professional activity of philologists are language (in theoretical, practical, synchronous, diachronic, dialectological, stylistic, sociocultural aspects), fiction, oral folk art, stylistics, translation, interpersonal and intercultural communication in oral and written form. Note that the established models of professional training of future philologists have a pronounced subject-centered character and are ineffective, since they are focused mainly on the pedagogical plane. This is where distance learning methods came in handy.

METHODOLOGY
To achieve this goal, which is to study the peculiarities of preparing students for philological activity in the context of distance education, a number of methods were used that form our research and analysis methodology. The study was carried out using the following theoretical methods: systems analysis and synthesis, induction and deduction, comparison, classification, generalization and systematization, idealization and abstraction.

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RESULTS AND DISCUSSIONS

Distance learning is a way of obtaining education using computer and modern information technologies, provides students with the opportunity to study at a distance, without interrupting work and traveling abroad. Other names for distance learning include such as "open education", "e-learning", "virtual learning" and others. This method of acquiring knowledge presumes a comfortable and convenient environment for each student and the opportunity to study without interrupting work. Unlike part-time education, with which the distance form is often compared, the latter presupposes not only constant self-education and work on the assimilation of knowledge, but also constant contact with both teachers and other students, while the correspondence form of education presupposes communication with the teacher, only a few times a year.

Distance learning is recognized as one of the priority directions of the program of modernization of general education and higher education. In modern conditions, there is a need to obtain higher education remotely, which is caused by the need to study on the job, receive education for people with disabilities and those who are abroad or in places of detention. Such an opportunity is provided by distance learning, which is carried out thanks to information and educational technologies and communication systems. Distance learning has a number of undeniable advantages for the professional activities of future philologists. In particular, the applicant for higher education can study at a convenient time for him, in a familiar environment and at an autonomous pace. The low cost of such training should also be considered, since there is no need to rent premises, pay a significant number of personnel and save time (PONOMAROVA, KHARKIVSKA, 2021; KRYSHTANOVA, KOTYK, TIURINA, KOVREI, DZHANDA, 2020; RULIENE, 2011; DONINA, VINOGRADOVA, 2020).

The experience of using distance learning has revealed one more feature, namely, a large burden on vision due to the need to be at the computer for a long time. Therefore, using distance learning, you need to diversify its types. The most common are the following types of remote sensing technologies:

- chat classes that are held synchronously when all participants have simultaneous access to the chat;
- web classes, or distance lectures, conferences, seminars, business games, laboratory work, workshops and other forms of training conducted using telecommunications and other Internet capabilities;
- teleconferences held on the basis of mailing lists using e-mail.

Educational teleconferencing is characterized by the achievement of educational objectives. There are also forms of distance learning, in which educational materials are sent by mail to the regions. However, not all knowledge can be obtained remotely. So, for example, it is practically impossible to independently learn some types of creative activity, in the absence of direct contact between the student and the teacher. One of the main problems of introducing innovative forms of education is the choice of the optimal balance of the best traditions of the existing educational system, modern pedagogical innovations and tools of information and communication technologies.

Rapid development contributes to the modernization of the modern education system. Modern distance education is an extensive system of transferring knowledge at a distance using various means and technologies, which helps students obtain the necessary information for use in practical activities. Distance learning is a form of organization of the educational process and pedagogical technology, the basis of which is the controlled independent work of students and the widespread use of modern information and communication technologies in teaching. The main goal of distance learning for future philologists is to educate a person who has the desire and ability to communicate, learn and self-educate (MINAEV, ISAEVA, KIRYANOVA, GORNOK, 2020; MAGOMEDOV, 2020; MICHALSKI, 2014).

We understood the difference between distance learning and traditional learning if we consider them from the point of view of forms of interaction between a teacher and a student.
The traditional model of teaching is based on lecturing, conducting seminars, laboratory and various game types of classes, organizing students’ independent work, and the like. The training base is a book and a teacher, as an interpreter of knowledge. Distance learning is focused on introducing fundamentally different learning models into the educational process, including conferences, project work, trainings and other activities with computer and non-traditional technologies.

If we consider the features of distance education from the point of view of communication between a teacher and a student in the context of professional and philological development, then we can determine its such characteristic features, shown in Table 1.

Table 1. Characteristics of the features of distance learning in the context of interaction between a teacher and a student

| No | Characteristics                                                                 |
|----|----------------------------------------------------------------------------------|
| 1  | self-education as the basis of distance learning, providing for the student’s motivation regarding their own learning, as well as a certain level of self-organization of the individual |
| 2  | communication between the teacher and the student on a one-to-one basis, which corresponds to the form and content of an individual consultation |
| 3  | communication and interaction "one to one" does not exclude interaction "one to many", since the teacher, according to a pre-compiled schedule, works with many students at once. This form of interaction is reminiscent of traditional classroom teaching |
| 4  | "many-to-many" interaction means that simultaneous communication of many students is possible, exchanging experiences and impressions with each other |

Source: Search data.

The introduction of distance technologies into the educational process is aimed at a deeper understanding of the educational material; the formation of such competencies as: communicative (direct communication using the means of the network), informational (search for information from different sources and the possibility of its critical comprehension), self-education (the ability to learn independently). As practice shows, if a student does not learn to make decisions on his own, determine the content of his educational activity and find ways to implement it, he will not be able to qualitatively master a particular discipline. In addition, distance learning also performs an educational function - it contributes to the formation of the leading qualities of a person: activity, independence, self-improvement, creativity.

An important role in the organization of the educational process on the basis of any educational technology is played by the control of the acquired level of knowledge. The control procedure in the learning process performs the function of stating a fact in order to obtain a high-quality level of student readiness. The traditional form of education has a list of shortcomings that do not allow for a high-quality and effective detailed analysis of the educational activities of all applicants, since the teacher does not have enough time to interview the entire audience. Modernization of the control of the educational process requires modern computer technology and communication means, is not an obstacle to its active use. Conducting on-line electronic control of knowledge is the basis for obtaining an objective independent assessment of the level of educational achievements of applicants- philologists (knowledge, intellectual skills and practical skills) (KRYSHANTANOVYCH, BILYK, SHAYNER, BARABASH, BONDARENKO, 2021; PIATNYTSKA-POZDNAKOVA, KOLOMOIETS, FURDYCHKO, SAZHIIENKO, REBRYNA, DYKYI, 2021).

In on-line electronic control, they understand the procedure that allows you to assess the level of assimilation and understanding of the material under study in order to manage the current educational process and ensure the individualization of training in an electronic environment. Electronic testing is a certification procedure, establishing compliance with a personal knowledge model, a new necessary standardized model.

It should be noted that it is for teachers that electronic control has a significant list of advantages over the traditional form of knowledge control: - It provides an opportunity to quickly check the knowledge of a large number of applicants at the same time; - frees the teacher from performing routine work and organizing mass control, adds more time to improve his professional activities, to develop and use the latest tools; - the possibility of
implementing individual work with applicants increases, which is one of the main components in the new education system, since the applicant receives a third of the knowledge on his own (OKOPNA, FADYEVEVA, KARPLIUK, SHEVCHUK, KOSARIEVA, 2021; KRYSHTANOVYCH, KRYSHTANOVYCH, STECHKEVYCH, IVANYTSKA, HUZII, 2020; IASECHKO, IASECHKO, SMYRNOVA, 2021).

Electronic control should also list the shortcomings, namely: - reducing the language contact of the applicant with the teacher; - standardized thinking, where the level of personality development is violated; - labor intensity of the process - it will take a lot of time to develop a set of tasks. The effectiveness of the functioning of the European system for ensuring the quality of education to a certain extent depends on the implementation of innovations. The main role here is assigned to the teacher, his readiness to use innovations in his activities, to organize the learning process with innovative projects. And the electronic survey is one of the innovative forms that have been used for more than one year in the education process.

Thus, the implementation of distance learning will allow solving a number of problems that can be formulated as follows:

1) ensuring the availability of various educational resources;
2) obtaining general and professional education in a convenient, adequate and appropriate form for the student;
3) development of the creative and intellectual abilities of the applicant through the open and free use of all educational resources and programs, including those available on the Internet;
4) data exchange, communication activities based on common interests, primarily professional and educational;
5) organization of leisure, recreation and development;
6) advanced training, retraining or change in professional activity.

Within the framework of distance education, it is possible to create such an educational environment in which the applicant feels more comfortable, turning into an active participant in the educational process, when the habit of self-study is stimulated, self-planning of one’s own direction of study, search and processing of large amounts of information using modern technologies of continuous education throughout life.

CONCLUSIONS
Each language, on the one hand, ensures the preservation and further development of the folk culture of a certain ethnic group, the spiritual development of its representatives, and on the other hand, it makes it possible to organize the interaction of people with speakers of other languages and cultures, and contributes to the achievement of mutual understanding between the participants in communication. Philosophical, psychological, pedagogical and sociolinguistic projections of the professional training of future philologists, studied by Ukrainian and foreign scientists, provide for the creation of optimal conditions for teaching language, literature, translation, etc.; stimulation of speech and mental activity of students; development of their critical thinking, linguistic personality, multiple intelligences, the ability to conceptual information modeling; expanding the knowledge space, taking into account the individual styles and learning strategies of students. At the same time, the overwhelming majority of scientific research in the Ukrainian pedagogical discourse is devoted to various aspects of the training of teachers-philologists. In foreign scientific discourse, scientists focus on the problem of training integrative specialists in the field of philology. We are convinced that the provision of high-quality professional training of future philologists is possible subject to scientifically grounded methodology, based on significant achievements of philosophy, psychology, pedagogy, linguodidactics, sociolinguistics and cultural studies, and is also focused on the common European requirements for language education, positive foreign experience and national traditions.
In the process of implementing the professional training of future teachers-philologists, it is necessary to ensure their formation as competent teachers who have innovative methods of teaching language and literature based on the use of computer technologies, are creative personalities, bearers of high moral and linguistic culture and humanistic values, show the need for constant professional personal self-improvement, and as a result, they are able to successfully implement their professional functions and creatively fulfill the professional tasks assigned to them, in particular, to form key and subject competencies in schoolchildren.

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PIATNYTSKA-POZDNYAKOVA, I.; KOLOMOIETS, H.; FURDYCHKO, A.; SAZHIRENKO, O.; REBRYNA, A.; DYKII, O. Distance education: the introduction of new computer technologies
Preparing students for professional philological activities in the context of distance education

Preparando alunos para atividades filológicas profissionais no contexto da educação à distância

Preparar a los estudiantes para actividades filológicas profesionales en el contexto de la educación a distancia

**Resumo**

O objetivo principal é estudar as características de preparação de alunos para a atividade filológica profissional no contexto da educação a distância. As condições atuais indicam a necessidade da humanidade de especialistas com amplo volume e conteúdo rico em conhecimentos, habilidades, que sejam amplamente competentes na atividade profissional e na vida social, capazes de se autoeducar. Uma inovação na organização das atividades educacionais nas instituições de ensino superior foi a introdução do ensino à distância. A educação a distância, ao contrário da educação por correspondência, permite estudar a qualquer distância da instituição de ensino. No contexto desta problemática, a importância de formar alunos em mudanças dinâmicas que possam aumentar o seu potencial durante as atividades de autoeducação vai ganhando importância, determina a relevância da formação da competência profissional nos futuros mestres. O resultado da pesquisa é determinar os principais aspectos da preparação de alunos para a atividade filológica no contexto da educação a distância.

**Abstract**

The main goal is to study the features of preparing students for professional philological activity in the context of distance education. The conditions of the present indicate the need of mankind for specialists with a wide volume and content-rich knowledge, skills, who are comprehensively competent in professional activity and social life, capable of self-education. An innovation in the organization of educational activities in higher education institutions was the introduction of distance learning. Distance education, in contrast to correspondence education, makes it possible to study from any distance from the educational institution. In the context of this issue, the importance of training students in dynamic changes that can increase their potential during self-educational activities is gaining importance, determines the relevance of the formation of professional competence in future masters. The result of the research is to determine the main aspects of preparing students for philological activity in the context of distance education.

**Resumen**

El objetivo principal es estudiar las características de la preparación de los estudiantes para la actividad filológica profesional en el contexto de la educación a distancia. Las condiciones del presente indican la necesidad de la humanidad de especialistas con un amplio volumen y conocimiento rico en contenido, habilidades, que sean ampliamente competentes en la actividad profesional y la vida social, capaces de autoeducación. Una innovación en la organización de actividades educativas en las instituciones de educación superior fue la introducción del aprendizaje a distancia. La educación a distancia, a diferencia de la educación por correspondencia, permite estudiar desde cualquier distancia de la institución educativa. En el contexto de este tema, la importancia de formar a los estudiantes en cambios dinámicos que puedan incrementar su potencial durante las actividades autodidactas está ganando importancia, determina la relevancia de la formación de la competencia profesional en los futuros másteres. El resultado de la investigación es determinar los principales aspectos de la preparación de los estudiantes para la actividad filológica en el contexto de la educación a distancia.

**Palavras-chave**: Pedagogia. Alunos. Atividade profissional. Formação. Educação a distância.

**Keywords**: Pedagogy. Students. Professional activity. Training. Distance education

**Palabras-clave**: Pedagogía. Estudiantes. Actividad profesional. Formación. Educación a distancia.