The application of distance technology in student education

Sergey Yekimov¹, Agnessa Tomashevska², Olena Popova², Sergij Tkachov³, Nataliia Tkachova³ and Olena Grechanyk³

¹ Publishing House “Education and Science” s.r.o., Olstynska 607/1, Praha 8,18100, Czech Republic
² Bukovinian State Medical University, Chernivtsi, Ukraine
³ Skovoroda Kharkiv National Pedagogical University, Kharkiv, Ukraine

E-mail: rusnauka@email.cz

Abstract. At the title implies the article describes the problems associated with the use of distance education for learning a foreign language. It is shown that distance learning can provide additional opportunities for students to obtain new knowledge and skills, and teachers to offer new forms and methods of training. In the article deals with the problems associated with the use of distance education for learning a foreign language. The paper showns that distance learning can provide additional opportunities for students to acquire new knowledge and skills, and we provide teachers to use new forms and methods of teaching. The use of modern information technologies in the process of training and retraining specialists is a very effective tool for solving various methodological and practical problems. The dynamics of the information-technological learning process, its multidimensionality and complexity requires the use of joint activities of specialists from various fields of knowledge in the development of educational materials intended for distance learning. In the process of interactive learning, you can use chats, correspondence on social networks and e-mail with a high degree of efficiency. It is also important that teachers can check student work online.

1. Introduction
The modern life is inextricably linked with computer technology. It affects various spheres of human activity. The unique and extensive language material that is on the Internet makes it possible to significantly modernize the process of remote learning of foreign languages.

According to the research of AHIRAM, E. (2009), Votyakova, Marina & Sorokina, Marianna. (2018), Tursunnazarova, Elvira. (2020), the following methods are used for distance learning:

- The self-training, based on the minimum participation of teachers and independent interaction of the student with educational materials. For self-training, as a rule, in addition to printed materials, video and audio-educational resources, training computer programs, databases in an interactive form, electronic media and books are used.
- The individual training based on the interaction of one teacher and one student. For its implementation, voice and email, telephone, social networks are used.
- The training based on the interaction of one teacher with several students at once, the students in this case play a passive role in communication. For this, lectures recorded on video, lectures using Skype technology are used, television and radio broadcasts, and the like.
The training based on the active interactive interaction of all participants in the educational process. These include audio and video conferences, the Delphi method, forums, case studies, brainstorming, role-playing games, and debates.

The researches Durán-Cerda, Dolores. (2010) White, Cynthia. (2006) White, Cynthia. (2012), distance learning can increase the effectiveness of students' independent work, opens up additional opportunities for obtaining professional skills, allowing teachers to apply new teaching methods and forms.

Conclusions made by Tajiev, Mamarajab. (2020), Zhihai, Fu. (2010), define six basic organizational and methodological models of distance education:

- The training as an external student. It is aimed at trainees who, for some reason, cannot attend schools.
- The training on the basis of one educational institution. It is intended for students studying remotely, the basis of this model of education is the use of computer information technologies.
- A collaboration of several educational institutions. This allows you to prepare and offer better services in the field of distance education, but at the same time not very expensive.
- The specialized educational institutions whose activities consist only in the provision of distance learning services.
- An autonomous education system. Their activities are carried out using television and radio programs, broadcast channels on YouTube.
- An informal distance education system using multimedia programs.

As to Shalatska, H. (2020), Kahn, Iffaf. (2014), the distance education system consists of ten elements:

- The purpose of distance learning.
- The content of distance learning.
- Trainees.
- Teachers.
- The teaching methods.
- Learning tools.
- Material and technical support of the educational process.
- The forms of distance learning.
- A quality control of knowledge.
- The financial, economic and legal process of distance learning.

Regarding the findings of Murphy, Linda. (2020), Vlasenko, Natalia & Pomohaibo, Valentyn. (2019), the main disadvantage of distance learning is the difficulty with an objective assessment of the knowledge of students in the absence of visual contact with them. According to Selman, Mary. (1984), Zatonatska, Tetyana & Wołowiec, Tomasz & Anisimova, Olga. (2020), distance learning can be used as an addition to traditional teaching methods or in the absence of other opportunities.

2. Methods
In the framework of this research work, an analytical method was used, with the help of which the problems considered in it were studied in their unity and development. Taking into account the goals and objectives of the study, the functional-structural method of scientific research was used. Which ultimately made it possible to study some of the problems associated with distance learning a foreign language.
3. Results
As part of this study, we studied the introduction of distance learning for students of the Dnieper State Technical University of the correspondence department of non-linguistic specialties, the city of Kamenske, Dnipropetrovsk region.

Before the start of our research in this educational institution, distance learning was carried out, but not as efficiently as necessary.

We have developed a methodology for conducting remote support which has allowed us to achieve greater student achievement.

First of all, we drew the attention of teachers involved in distance learning about the need for support in the educational process:

• Effective interaction between students and the teacher.
• To set clear educational goals for students.
• Clearly formulate a mechanism for monitoring the knowledge gained.
• To take into account the effectiveness of teaching materials.
• An effective feedback between the teacher and the learner.

Further, we have identified a list of conditions that are necessary, in our opinion, to apply when developing distance learning courses for a foreign language:

• The students should plan their activities in more detail.
• To ensure maximum interactivity between the student and the teacher.
• To provide feedback to trainees regarding educational material.
• To use various techniques and methods to increase learning motivation.
• To ensure the modularity of the distance learning course; if possible, the size of the training module should be minimal
• To provide sound accompaniment for students to complete assignments.

As a result of putting our recommendations into practice, the motivation of students to learn a foreign language has increased. Since distance learning provides the possibility of a flexible learning schedule, students studied the educational material at a convenient time for them, which in turn increased their academic performance.

4. Discussion
Learning a foreign language online is a splendid opportunity to gain new competencies remotely. A computer connected to the Internet enables the user to attend virtual classes.

This method of training has the following advantages:

• There is no need to attend an educational institution and spend time on the road.
• The possibility of a flexible training schedule.
• The cost of training remotely is lower than full-time study.
• An individual approach to each student is possible.
• Using interactive methods, it is possible to communicate with classmates and a teacher.
• The ability to repeat the completed lesson again.
• It is possible to use training materials created with the participation of native speakers of a foreign language.
• The learning process to adjust the individual lesson plan.
For interactive learning, you can use chats with teachers and classmates, e-mail correspondence. The teacher has the ability to check students’ work online.

The use of educational information technologies in the process of training and retraining of specialists is one of the most important methodological and pedagogical tasks.

Given the level of complexity and multidimensionality, as well as the dynamics of the information technology process, their solution requires the joint activities of specialists from various branches of knowledge (pedagogy, computer science, psychology, etc.). This allows you to take into account the requirements of the educational process.

In addition to the level of complexity and multidimensionality, their solutions require joint activities of specialists from the skill level (pedagogy, computer science, psychology, etc.). This meets the requirements of the educational process.

One of the most important problems faced by users of a software product intended for distance learning is the adaptation of its components to use for teaching a specific academic discipline and the formation of a multicomponent learning scenario on a given topic.

Here, in our opinion, there are two main problems that teachers face in the process of educational activities using distance learning. Information in computer systems is placed for step-by-step manipulations, this imposes a certain teaching algorithm on the teacher, lending space for a creative approach.

The second problem is that a fairly significant part of teachers were trained at one time using classical teaching methods, and they do not always justifiably assign a secondary role to distance education methods. In our opinion, distance education does not completely replace traditional teaching methods through classroom and extracurricular work, but successfully complements them making the learning process more productive.

The harmonious combination of live and virtual communication will allow you to achieve high results in a shorter time. Successful distance education is possible, in our opinion, if there is direct and feedback between the teacher and the students.

Direct communication provides for the receipt by the student of teaching aids, methodological recommendations, questions for self-control. Feedback should consist in the teacher's control of the student's learning activity, and his advice on various issues related to the learning process.

Of particular importance, in our opinion, is the availability of the required amount of online educational materials, various in content and form, as well as their availability for students.

This will make it possible to use distance education as a highly effective tool in the educational process.

5. Conclusions
The distance learning makes it possible to use new opportunities in the educational process. Thanks to remote access, it has become possible to use new pedagogical technologies, among which, in our opinion, is the ability to independently obtain and apply the acquired knowledge.

For effective learning, the information sphere for learning a foreign language should, on the one hand, comply with educational standards, and on the other hand, be convenient for information interaction.

The student-centered education system helps to stimulate the student’s independent work, the knowledge and skills control system should be comprehensive and have feedback between the teacher and the student.

Despite the fact that, as a rule, distance education is a complement to traditional full-time education, in our opinion, it is advisable to develop textbooks focused exclusively on distance learning.

The distance education has recently become increasingly popular, although this form of training has its advantages and disadvantages, but in any case, thanks to it, a huge number of people have the opportunity to acquire new knowledge while at home.
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