

## Distance Technologies in Language Learning

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### Abstract

*New information and the Internet technologies empower and facilitate an access to an extensive database of teaching materials and interaction possibilities. Multimedia technologies are supported by the educational environment: multimedia programs, dictionaries, encyclopedias. Information technology promotes the acquisition of knowledge and skills for development of professional competence of future specialists, and is the basis for distance learning. Multimedia may become a reference tool for those wishing to study foreign languages independently, and the combination of traditional and new methods of language teaching will provide a higher level of learning.*

*The use of information technology increases the motivation of students. Interactivity language exercises can not only attract attention, but also to act on all receptive senses. Monitoring and instant assessment allows you to see the result, assess the correctness of the answers, read the comments. Another advantage of ICT is communication via computer.*

*Language education via distance learning technology is addressed to students who wish to study some language programs and the external exam for this course and receive the appropriate certificate; students wishing to deepen their knowledge in a foreign language, for example, to prepare for a university or admission to a special school, or those who are not satisfied with the statement of teaching foreign language in their school or university; students who wish to bridge the gaps in their knowledge due to the significant absences due to illness or other reasons; sick students who are unable to attend college; students wishing to receive an additional education in foreign school, university, college, or wishing to study a specific course that involves a good command of a foreign language.*

*Keywords: Information distance learning, foreign language teaching, modern teaching, distance learning process, innovative technology*

### 1. Introduction

The development of the global computer network, the Internet opened new prospects for improving the global education system. It is reflected in the technical equipment of educational institutions, their access to global information resources and new types, methods and forms of education focused on the active cognitive activity of pupils, cooperative learning, etc. In distance education a learner and teacher are separated spatially from each other, but they can be in a constant interaction organized with the help of special techniques of construction of educational process, forms of control, methods of communication through e-mail and other Internet technologies, and specifically the on-going organizational and administrative measures. Distance learning is based on the use of Internet technologies, it has a number of new features and involves the implementation of certain principles, among which great importance is the principle of distributed cooperation, integration, joining the world network for the education community.

In the twentieth century, the objective requirements of modern society led to the creation and development of distance education in many countries. The pedagogical community has been discussing the issues of development of distance education for years.

The interest in distance education is of vital importance for the future of Russia. Teachers and psychologists are now working on forming the national system of distance education that aspires to a leading role in the world.

Despite the fact that distance learning has long been known in Russia, it was used not so widely in the practice of teaching foreign languages as in other areas.

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However, the rapid pace of information accumulation, the expansion of international scientific and technical relations created the need for today's professionals working in any field. Therefore, the search for an effective language learning distant technologies is extensively discussed worldwide.

## 1.2 Distance technologies

In recent times there has been an active work on creation and improvement of existing distance learning programs for language learning. Most of multimedia and interactive courses are designed to work independently without a teacher for self-education purposes. However, some of the programs provide the possibility of consultations. The effectiveness of such courses depends entirely on the student, his abilities and personality, but it is always much lower than with the learning process under the guidance of an experienced teacher [1].

The most appropriate capabilities for the majority of the population is a combination of computer telecommunications and a required reference material which is stored on the server of the educational institution for the learning process.

Distant technologies also give the opportunity to use a multimedia, interactive technology. This combination can give a really good result; it provides the competence in the developing multimedia and telecommunications courses.

There is a huge demand for foreign language learning. Language education via distance learning technology is addressed to students who wish to study some course language program, receive the appropriate certificate. Distance technologies are convenient for students who wish to broaden their knowledge in a foreign language, for example, to prepare for an admission to a special school; students who wish to bridge the gaps in their knowledge due to illness or other reasons.

Thus, developing the concept of distance learning in language learning, teachers take into account, on the one hand, the didactic properties and functions of telecommunications, multimedia as a technological basis for learning, with the conceptual directions of the didactic organization of such training as part of the general education system at the current level.

## 1.3 Distant technologies in language learning

The specificity of language learning as an academic discipline is determined by the fact that it is characterized by features inherent in language as a sign system, at the same time it is determined by a number distinguishing features of mastery and possession from the native language.

At the same time it differs significantly from any other academic subject. A significant feature of the language learning as a subject is that its absorption does not give a person an immediate knowledge of reality [2].

The activity of each learner should be built under the guidance of an experienced teacher, i.e. on the basis of interactivity. The educational process should be built in such a way that the teacher has the opportunity to monitor, adjust and evaluate the activities of the students. An independent activity of the learner needs an effective feedback. The student should have a variety of contacts in the learning process with partners. Types of independent activities of trainees should also include a variety of individual and a paired group.

It is obvious that intercultural competence implies the availability of a wide range of social and cultural knowledge provides positive attitude to the language and culture of the other people, recognises the value of their own and other cultures, similarities and differences between them, and the ability of participants to engage in the dialogue of cultures effectively. Therefore, an intercultural competence represents the knowledge, skills and abilities with which the individual is able to communicate with partners from other cultures successfully on everyday life and on a professional level. A n important concern is the formation of intercultural competence in learning a foreign language. It is assumed that the high school specialist is well-educated and a comprehensively developed person. A foreign language for a specialist is an instrument of production, a part of the culture and a means of humanization of education. In the case a small number of hours devoted to the study of foreign languages raise a very difficult problem to form the trainees and teach them to use a whole range of intercultural competences, including the ability to see, understand and accept the values of another culture [3].

The advantages of distance learning activities over traditional forms are their efficiency, productivity, and richness, possibility of fast and effective self-actualization of students. New information technologies have a significant impact on the psychological and ideological quality of students. A necessary condition for distance learning is a gradual transition from the information orientation to the interactive one. Multimedia training programs have an increasingly significant role that involves the

freedom of choice of action and obtaining effective results. The development of interactive training programs will complement the facilities and capabilities of distance learning technologies.

Information and communication technology has a great potential in solving problems of intercultural competence development to build the teaching process as an intercultural activity which can be considered as a promising learning environment, the formation and development of intercultural competence of students [4].

## 2. Conclusion

Distance technologies were originally intended to serve as a means of improving efficiency in the educational process. Furthermore, it has been shown that the use of distance technologies in education can help improve memory retention, increase motivation and generally deepen understanding. Distance technologies can also be used for promoting collaborative learning, including role playing, group problem solving activities and articulated projects. Generally, distance technologies are promoting new approaches to working and learning, and new ways of interacting. Distance technologies can be used for improving student understanding, increasing the quality of education, and thereby increasing the impact of education on the economy. ICTs are transforming schools and classrooms by bringing in new curricula based on real problems, providing tools to enhance language learning, giving students and teachers more opportunities for feedback and reflection, and building local and global communities that include students, teachers, parents, practicing scientists. Information and communication technology has great potential in solving problems of intercultural competence development to build the teaching process as an intercultural activity which can be considered as a promising learning environment, the formation and development of intercultural competence of students. The use of distant technologies can be seen as a process of computer-based educational environment designed to solve problems of intercultural competence of students of different specialties. ICT is the technological basis of international information exchange; they create didactic conditions for the development of personality, development, communication, intercultural competence. Learning through the use of computer technology develops analytical thinking, intellectual and creative abilities and autonomy in constructing their own knowledge. Due to its unique didactic properties (along with the development of language skills and the formation of language skills) modern information and communication technologies can significantly facilitate and accelerate the process of language learning culture.

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