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THE USE OF INFORMATION TECHNOLOGIES IN FOREIGN LANGUAGES' TEACHING IN THE CONDITIONS OF DISTANCE LEARNING

Nowadays, each participant in the educational process, using the traditional education system, has an opportunity to learn remotely on the basis of information and communication technologies (ICT) to improve their professional skills, continue their studies, and change the profile of education. Due to the pandemic, the current state of the educational environment has shifted to distance learning, which, of course, has both advantages and disadvantages.

In accordance with the new Law on Education (2017) and the Concept of the New Ukrainian School, new educational standards have been defined, outlining basic competencies as tools needed for personal realization, active civic life, and employment opportunities. Among the key competencies, in terms of this problem, the most important are: information and digital competence, which involves primarily the critical usage of ICT to create, search, process, exchange information at work, in public space and private communication, information and media literacy and learning skills throughout life (the ability to seek and assimilate new knowledge, acquire new skills, organization of the educational process (own and collective), in particular through ICT: through effective management of resources and information flows, the ability to define learning goals and ways to achieve them, build their educational and professional trajectory, evaluate their own learning outcomes) [1].

An important competence is forming the ability to learn throughout life. The emergence of new, non-traditional forms of education, such as distance learning, requires analysis and understanding of current trends and prospects for lifelong learning. The conditions for teaching children and adults through the Internet are being created, which is promising for learning foreign languages in secondary schools.

Distance education (DE) is a set of open educational services which contains educational material, technologies, consultations, control of knowledge provided to the general public in the country and abroad through a specialized information educational environment through the usage of distance learning technologies - multimedia, network, telecommunications, TV technologies, etc. [2].

The problem of using ICT for distance learning, especially in the conditions of quarantine caused by Covid-19, becomes especially urgent. The advantages of distance learning in quarantine are undeniable, as it is, due to its new functions, expanding opportunities and service in providing educational services to those who learn a foreign language at distance. The convenience of distance learning is evidenced by the usage of

a system of flexible continuing education, flexible schedules, conducting classes in synchronous and asynchronous modes. Distance learning is aimed at supporting personality-oriented learning and, therefore, is impossible without the introduction of mobile information and communication technologies, which provides a set of personal hardware, software, techniques, tools and methods which allows to receive, save, process and play text, audio, video and graphic data in the conditions of operative communication with Internet resources.

The difficulties of distance learning have many reasons. First of all, modern youthhead is a new "digital" generation, which constantly uses various gadgets, is in contact with computer equipment and technologies related to them. However, their experience in this field is often limited to entertaining usage, less often to general cognitive usage within school. Therefore, school teachers need to master and apply in practice ICT tools for better contact with students in order to become "their" for them, to communicate with them in one "digital" language, ensuring the best efficiency of educational processes.

These days, during the distance learning, Ukrainian schools use such services as Padlet, Google Classroom, Google Disk, platforms Zoom, Google Meet, Telegram channel, live broadcasts of Facebook are mainly used. On December 11, 2020, the Ministry of Education and Science of Ukraine together with the Ukrainian Institute for Educational Development and the Ministry of Digital Transformation of Ukraine introduced the All-Ukrainian Online School platform – a modern online resource for mixed and distance learning of secondary and high school students with materials (video lessons, tests, tasks for schoolchildren) who have passed the examination and meet state educational standards. This platform provides students with video explanations, abstracts, tests and allows them to monitor their learning progress, and teachers with the necessary guidelines and examples of modern educational technologies. The educational content of the platform contains lessons in 18 main subjects, including English. According to the calendar plan, the content of the platform is gradually supplemented and improved.

So, in today's distance education, mastery of ICT tools is extremely necessary not only for students but also for progressive teachers.

At the same time, the question arises as to which of these groups is more predominant. Of course, the choice is determined by the specific activity, working conditions, available means, and so on. It should be noted that in world practice, particularly in educational and scientific activities, the usage of online tools has recently been preferred. Improvements and widespread use of network information processing technologies, especially cloud technologies, determine the great interest of users in network software [3]. Among the advantages of this approach are the following: low cost of ownership of the necessary functions; there is no need to follow the software update; virtually no minimum computer performance requirements.

Thus, we may assume that according to the global trends and for usage in schools, preference should be given to online tools, without forgetting about the offline alternative.

The quality of foreign language teaching much depends on the form of organization of the educational process, the chosen forms and methods. Increasing the amount of information and its general availability contribute to the intensification of the learning process, its acceleration, rapid change of educational material and approaches, which requires flexibility in teaching professional-oriented disciplines and foreign languages in particular. The attractiveness of innovative information technologies compared to other educational tools is that they are mostly designed for active self-acquisition of knowledge by students, improving their skills and abilities. Of course, such organization of education requires significant preliminary preparatory work on the part of the teacher [4].

Not only technical and financial obstacles, but also organizational and administrative ones can arise in the way of widespread usage of ICT in schools in foreign language lessons.

In the conditions of modern transformations, active and effective introduction of ICT technologies has fundamental importance for the Ukrainian educational environment. The effectiveness of foreign language learning using ICT is undeniable. Today, a new educational system is being created in accordance with the requirements of the information society and the process of modernization of traditional education. Such strategy is an important factor in ensuring greater access to education for all participants in the educational process, it helps to improve the quality and creativity of education.

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