**Тhe role of distance learning in English language teaching**

Алдамжарова Нұрсәуле Аманбаевна

Маңғыстау облысы

Жаңаөзен қаласы

№18 орта мектебі

Ағылшын тілі пәнінің мұғалімі

The importance of using distance learning for developing knowledge, skills and competences in English Language teaching in contemporary educational process is justified in the article. In this connection, the great attention is focused on radical changes in English Language teaching methodology. With the advent of online education, the relationships between the lecturers or the tutors and the students alter and become more open and cooperating, because the students get more involved, interested and motivated in learning foreign languages. Apart from this, the main components of distance education are briefly cons idered.

Distance education technologies are understood as educational technologies, implemented mainly with the use of Information-telecommunication networks with indirect (at a distance) interaction of students and teachers. E-learning is understood as the organization of educational activities using information contained in databases and information used in the implementation of educational programs and ensuring its processing of information technologies, technical facilities, and information and telecommunications networks that make possible the transmission of such information through communication lines, the interaction of students and educational workers.

Distance learning offers many teachers the opportunity to possess new skills, develop professionally and, finally, start teaching online. However, if you’re used to paper books, printed worksheets, cutting flashcards working online must be frustrating. Teachers have so many questions: how to start teaching online? What do I need? How to organize pair work? How to use extra materials? How to teach without as whiteboard? How to play games? There is a great number of different digital tools available. What to choose? We will help you to go through fire and water. In this article, we have collected the best tools you can try.

I believe not a single teacher can imagine lessons without flashcards. Well, is it possible to work with flashcards in online lessons? Yes! Quizlet is a great flashcard tool. Users create flashcards to memorise and review vocabulary or topic content. Then they match language to text, images, sounds and video through games and activities. There’s also a live team game for use by a class in a lesson.

The coolest thing about this tool is that there are plenty of ready-made flashcards sets already created by other teachers. Just google the topic you’re looking for, I’m pretty sure that you’ll find something suitable and that will save your prep time.

A great tool if you want to create a matching game, ‘find a pair’ game, puzzles, gap-filling tasks, multiple-choice tasks, crosswords, activities where students divide into categories, categorise, fill in answers, order and put things on a line. You can also upload texts, pictures, audio or video and create a set of tasks. What teachers need to do is to pick a template, fill in content, save the exercise and send it to students. They can also find ready-made activities using a filter.

Unfortunately, this tool isn’t synchronized so teachers can’t see “where” students are. As the answers are automatically checked, I usually create tasks and send them as homework. It’s a great free-of-charge collaboration tool. It is a useful way to arrange materials for the lesson and get links to materials teachers want to share with students. It can be used for opinion forums, lesson plans, listings, timelines, blogs, Q+A, to-Do list, inspiration board, writing prompts, collecting feedback, collaborative note-taking, photo collages, solo or group presentations, Pen Pal messages, etc.

Users access Padlet via website or app and collaborate online by posting text, images, links, documents, videos and voice recordings.

The ways to organize materials:

• Wall (pack content in a brick-like layout);

• Shelf (arrange content in a series of columns);

• Grid (arrange the content in rows of boxes);

• Canvas (connect content in any way);

Teachers need to register to set up a board (they get only three Padlets for free but can reuse them as many times as they want). Then teachers share the link with learners who add posts, comments, likes. What I like about that tool is that it’s synchronised and teachers can see what students add/write in real-time.

A fantastic, user-friendly tool to create, collect and share interactive images and videos. I also use it as a lesson plan, adding all necessary for the lesson materials into one picture.

Users start with a main image or a video and then add (embed) additional content: texts, images, videos, audio and/or links and over 70 calls to actions. You can find lots of ready-made materials.

When you work online you have to deal with PDF files a lot, you need to send some pages to students, save files with activities in separate folders (while preparing for the lesson) and open them during the lesson. That might require a lot of memory on your computer! So that my computer doesn’t run out of space, I use iLovePDF to split pdf files. Using this tool, you can also unite PDF files, convert PDF files into Docs, PowerPoint Presentations, JPG and so on.

As we know the fact that today the knowledge of English is not a luxury, but a necessity. The ability to speak fluently and express your thoughts in English makes you more competitive in the labor market. Nowadays hardly anyone will give up the prestigious highly paid work, which will raise the standard of living. But, as a rule, many of us are busy enough to attend English language courses. Fortunately, this problem is solved. The development of the Internet and the emergence of various multimedia technologies made it possible to distance learning English. The modern paradigm of education is based on such concepts as personal-oriented learning, individualization and differentiation of educational activity, the formation of motivation for learning, self-development of trainees, etc. These conceptual ideas of education are successfully implemented in the modern information and educational environment that provides the organization of the educational process with the help of information communication technologies both internally and remotely. In this regard, special importance is given to such problems as the methodical preparation of teachers and teachers of foreign languages for the use of new technologies in the educational process and the formation of their information and communication competence.

Effective distance learning depends on the organization of distance education process, methodological quality of teaching materials and professional skills of teachers working with particular programmes. It is also important for the student to be able to rely on highly effective feedback and be sure of correctness of his/her actions. The feedback should be prompt in the form of external assessment.

The profession-oriented approach to teaching foreign language to non-linguistic students consists in developing students’ ability of foreign communication in professional, business, scientific spheres on the basis of professional thinking. In comparison with previous years, there is constant growth of the need for developing the linguistic component of higher education within globalisation on the basis of oral and written communication and linguo-cultural aspects. Therefore, the need for foreign languages appears in the process of using computer and information technologies for processing large data flows and in connection with developing international relations in the sphere of specialists’ professional activity.

Specialists’ foreign professional communication is a constantly developing category in continuous evolution. The content of profession-oriented teaching must be corrected on the basis of society’s new social requirement while taking into account specific socio-psychological conditions.

Special attention should be paid to the practice of holding a scientific discussion and acquiring skills of writing and presenting reports on various professional topics, which facilitates developing students’ inclination to independent search of language material, and carrying out independent research on the basis of earlier acquired reading and listening skills. The final purpose of teaching foreign language to non-linguistic students is development of communicative competence, an ability to solve extra-linguistic tasks in the process of verbal communication. This process represents a special form of social interaction performed in the course of communicants’ speech activity.

Computer telecommunications provide effective feedback which assumes both organisation of methodological resources and communication with the teacher and course-mates. As a rule, learning process within distance education is carried out so as to enable teachers to check tasks, control and assess them. The main role in distance learning must be played by various types of independent work with consideration for the methodological and content components.

**Пайдаланылған әдебиеттер:**

1. DISTANCE TEACHING ENGLISH FOR SPECIFIC PURPOSES

Elena Malyuga1, Evgeniya V. Ponomarenko 2

1. Distance teaching and learning

Survival Tookit

1. Innovations in learning technologies for English language teaching

Gary Motteram

1. A SURVEY OF DISTANCE ENGLISH TEACHING T. LOBANOVA