Some Methods of Foreign Language Teaching in Distance Education

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Abstract: The article discusses the use of innovative technologies in the process of teaching a foreign language, using the example of English in distance education. Particular attention is paid to such means as podcasts, project technology, and the method of working on stations. Also, special attention is paid to the use of innovative technologies, which makes the educational process more effective, increases students' motivation to learn a foreign language and contributes to the formation of universal and professional competencies. The important role of such pedagogical techniques as self-assessment and reflection is noted for the enrichment and qualitative transformation of the educational process.

Keywords: interactive forms of training, information technology, digital instruments, project technology, presentation, podcast, distance learning.

Recently, in connection with the modernization of the educational process, special attention has been paid to teaching foreign languages. It must be noted that English is often considered the main foreign language and thereby displaces other languages. The solution to this problem may be to increase students' motivation to learn a foreign language. For this, various means can be used: information technology, innovative teaching methods and digital tools that make the learning process more effective and contribute to the formation of general cultural and professional competencies.

Innovative technologies imply, on the one hand, the use of various technical means, including telecommunications and computers, and on the other, the introduction of interactive forms of learning into the educational process.

This approach can be effectively implemented in the field of additional educational services, in our case at the "Translator in the field of professional communication" department. Since the students of the department are students of non-linguistic faculties and universities, they experience difficulties in listening to television or radio broadcasts, in the lack of language resources, in selecting the necessary linguistic and cultural information needed for translation, in business correspondence, etc. Students of the department need to plunge into the language environment, which new technical means allow to a certain extent.

The Internet has enormous reserves. One of the means for forming auditing skills and developing listening skills is to use a podcast in classes and for independent work (a podcast is an audio or video recording made by the author of a website and available for visitors to listen to). The convenience of using the podcast lies in the fact that students of different specialties can select material related to their professional activities and corresponding to the level of their language training. Since audio and video files are updated regularly, users can subscribe to receive podcasting materials and later use them in the learning process. In addition to the quality of

audio and video content, one of its important criteria is accessibility. The most convenient podcasts for working in the "Translator in the field of professional communication" department are the following podcasts: www.learn.net; www.audio-lingua.net; Learn English Podcasts; Voice of America: Learning English; 6-Minute English from the BBC; The English We Speak; Podcasts in English; Science Friday; American English Pronunciation Podcast and others.

They offer audio and video materials on the topics: "The family", "Professional activity", "Business trip", "In the hotel", "Negotiations", "Mass media" etc., which are included in the course work program.

Since the main activity of graduates of the "Translator in the Field of Professional Communication" department is translation, they must have the ability to work with reference literature and dictionaries. An important role is played by the Internet, which offers on its websites a variety of electronic dictionaries, reference books and encyclopedias, as well as samples of translation of various documents in accordance with the norms of the Interstate Standard [2].

Recently, the use of interactive forms of teaching has played an important role in teaching a foreign language. They can be used both for introduction to a new topic, familiarization with new material, and as assessment tools during interim and final certification. The department "Translator in the field of professional communication" successfully uses such innovative technologies as business and role-playing games, case studies, various trainings, discussions, conferences, work at stations, project methodology, as well as some productive technologies that ensure the student's self-realization as a language speaker. individuals in the process of mastering and using a foreign language. Such technologies include the following: interactive learning technology, problem-search technology, scenario-contextual technology, reflective learning/mastery of a foreign language and some others [1].

Among interactive forms of learning, project technology occupies a special place, which makes it possible to update educational and cognitive activities and activate students to realize their personal potential. The project method is based on the development of students' cognitive skills, critical and creative thinking, the ability to independently construct their knowledge, and navigate the information space [4].

The project method, as defined by E. S. Polat, "involves solving a problem that involves, on the one hand, the use of various methods and teaching aids, and on the other, the integration of knowledge and skills from various fields of science, technology, creative regions. The results of completed projects must be, as they say, "tangible," that is, if it is a theoretical problem, then a specific solution, if a practical one, then a specific result, ready for implementation" [3]. The popularity and promise of this method are explained, first of all, by the fact that the project task directly connects the process of mastering certain subject knowledge with the actual use of this knowledge. The method is aimed at developing active thinking, imagination, fantasy, and independence. While working on a project, the student is forced to turn to authentic material, while he becomes an intermediary between the cultures of the peoples of the countries whose language is being studied and the culture of his people, which involves acquiring a certain amount of knowledge about the country of the language being studied and developing the ability to explain and correctly translate historical, every day, geographical and other realities found in the texts.

The effectiveness of using project methods in the practice of teaching a foreign language is very high, since when they are used correctly, the skills of oral and written speech are improved, the quality of translation of texts, the content of which corresponds to the topics of the project, is improved, the horizons of students are expanded, communication skills and the ability to conduct a discussion in a foreign language are improved . Students find themselves in a situation where there is a need to say something, ask, find out, prove, or share something with their peers.

Thanks to the project methodology, teamwork skills and the ability to interact in a study group are developed, which creates conditions for the socialization of the individual and the development of business activity. The project method can be successfully used in a "mixed" group that unites students from different specialties (they can get acquainted at wordwall.net/de). The effectiveness of using project methods in the practice of teaching a foreign language is very high, since with their correct use the skills of oral and written speech are improved , the quality of translation of texts, the content of which corresponds to the topics of the project, improves, students' horizons expand, communication skills and the ability to conduct a discussion in a foreign language are improved. Students find themselves in a situation where there is a need to say something, ask, find out, prove, share something with peers.

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As a rule, project work in the field of a foreign language has some general structure, regardless of the type of project. In foreign and domestic methodological literature, the following stages of work on projects are distinguished:

1. Determining the topic, problem and purpose of the project (for example, to create an internship program in England or the USA for a group of specialists).

2. Discussion of the structure of the project, drawing up a rough work plan (this program should contain a detailed description of the enterprise where the internship will take place, visits to related organizations, living conditions, cultural program).

3. Collection of information: turning to existing knowledge and life experience, working with sources of information, creating their own information storage system (students are offered official websites of English or American companies, hotels, cities).

4. Work in groups (each group selects an enterprise in accordance with its main specialty, finds material on the appropriate website, translates the necessary information into its native language and draws up a detailed hourly program indicating those responsible, addresses, telephone numbers, etc. and draws it up according to regulatory documents).

5. Regular meetings, during which students discuss intermediate results, translation options for realia and proper names, the teacher comments on the work done by students, corrects errors in the use of language units, conducts a presentation and practice of new material.

6. Analysis of the collected information, coordination of the actions of different groups.

7. Preparation of a project presentation, exhibition, video, radio broadcast, etc.

8. Demonstration of the results of the project.

9. Project evaluation. This stage includes an overall assessment of the project, which concerns the content of the project, topic, final result, participation of individual students in organizing the project, the work of the teacher, etc.

One of the methods that makes it possible to form all components of communicative competence in the learning process is the method of working at stations, which can be successfully used in English classes. The main idea of this type of work is that "the topic is divided into several subtopics, on which students work independently at different stations. For each content aspect, various educational tasks are prepared, taking into account the different levels of knowledge, psychological characteristics, abilities, and inclinations of students" [1]. There are six stages in the work at the stations.

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At the first stage, it is determined at what point in working on the topic this form of training is used. It can be used both for intermediate and final control, and for introducing new material. A topic is selected, goals and objectives are set, the structure of the lesson and criteria for assessing the quality of assignments are developed, a time frame is established and the location of the lesson is determined.

The second stage of work on stations requires a lot of preparation on the part of the teacher, who must:

1) develop tasks for each station;

2) prepare worksheet for students and task cards for each station;

3) select reference material (dictionaries, prepared texts, audio materials, Internet site addresses, etc.);

4) if there are creative tasks, provide students with stationery;

5) if this method is used to work on new material, then it is necessary to prepare cards with answers so that students can control themselves;

6) prepare the audience for this type of work (arrange tables, lay out material, provide access to the Internet, etc.).

In the process of preparing a lesson, the teacher determines the number and types of stations necessary to achieve the final goal. Based on the form of work and the types of tasks offered, the following types of stations are distinguished: standard, mandatory, optional, parallel, control, etc.

The third stage involves introducing students to the topic and goals of the lesson, as well as the form of work at the stations as a whole and the tasks of each station. Students receive walkthrough sheets that they fill out as they go through stations.

The fourth stage is the actual work on the stations. Students have the opportunity to independently choose which station they will start work from and in what sequence they will complete the tasks. Students can complete multiple tasks simultaneously at their own pace; in this case, the teacher is not only an observer, but can also help and control the work of students. When working on new material, students can optionally work in pairs or groups; workaround sheets that contain new material they collected during the work remain with them. If the purpose of work at stations is final control, then tasks are completed individually, workaround sheets are signed and handed over to the teacher.

At the fifth stage, students present the results of completing creative tasks, discuss them and evaluate them.

At the final stage of the work, summing up and reflection are carried out. At the end of the work, the teacher can ask students to answer a number of questions regarding their impressions of this type of work, for example: Which station was the most interesting? What task caused difficulties? Which task did they find easy? Which task would they change and how? If the work on the stations was carried out for final control, then at this stage the teacher checks the completion of tasks on the input sheets and assigns grades in accordance with the criteria developed at the first stage.

The station method can be used to introduce new material in English classes. Let us give an example of work on stations on the topic "England". The lesson is held during the first lesson of working on the topic. Students are asked to go around seven stations and, having completed tasks, collect material that they can use in the future:

The first station is called "National Symbols of England (or America)" Students listen to the melody of the anthem and choose the text of the anthem from three proposed texts, as well as from three images of the coat of arms and flag - the coat of arms and flag of the country. At the end of the work, students can test themselves using a hint card prepared by the teacher.

The second station, "Typical Burgher," contains a creative task. Students must portray what they think is a typical Englishman (or American) and give him a name. The drawings are posted on the board; their presentation is expected at the fifth stage.

The third station is called "What happened on this day?" A book on the history of England (or America) is offered as reference material. Students are given a list of dates for which they must select an event. In this case, events are selected that will be studied later in the lesson.

The fourth station: when studying the topic "England" or "America" (optional), much attention is paid to the sights of the country. Therefore, it is recommended to go through the "Where can you see it?" station. Here are photographs of famous cultural and architectural monuments and a list of cities. Students must match the name of the landmark to the city.

The fifth station, called "Across the Country from North to South," involves planning a trip from Kiel to Freiburg. Students must find city data on a map, plan a route using the Internet, choose the most suitable vehicle, and order tickets.

At the sixth station, students must meet outstanding people of England (America). The station is called "Great People of the Country". Students need to find information about the merits of famous Englishmen (Americans). They can use the Internet and the encyclopedia it offers.

The last station is of an entertaining nature and is called "Guess!" Students must solve several puzzles. There is no hint provided at this station.

This form of work always arouses great interest among students, since it allows students to independently choose ways to achieve their goals, independently determine the pace of work, and the opportunity to work in a group. Modern technologies, various technical means and digital tools are actively used in distance learning of a foreign language. To effectively organize the educational process, the Zoom and Microsoft Teams platforms can be used to conduct online classes. At the same time, a virtual whiteboard (online whiteboard) can be actively used in the lesson - a service that allows each student to post their work on the board, and the teacher to comment and evaluate each one. It is also possible for the teacher to use the board to post educational, methodological, control and measurement and other materials. One of the most popular online tools for creating virtual whiteboards today is the Padlet network service.

Thanks to the LearningApps platforms, you can develop interactive exercises of different levels of complexity: quizzes, crosswords, puzzles and games that will make classes more interesting,

which will help increase the motivation of students. Mentimeter and Canva services allow you to quickly create interactive presentations, as well as effectively conduct surveys and voting in real time, and receive instant feedback from the audience. It is also important to carry out reflection using these services, since it helps students formulate the results obtained, determine the goals of further work, and adjust their subsequent actions. Thus, the introduction of interactive forms of learning into the educational process, as well as the use of new information technologies and digital tools, make it possible to make the educational process more interesting and effective, create comfortable conditions for students receiving additional education, and thereby increase students' motivation to learn a foreign language.

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