

*Karabitskova N.O.**Kharkiv National University of Economics named after S. Kuznetsa,**Uskova T.O.**Kharkiv National University of Economics named after S.Kuznetsa***THEORETICAL ASPECTS OF DISTANCE FORMATION OF STUDENTS' COMMUNICATIVE COMPETENCE IN LEARNING A FOREIGN LANGUAGE IN INSTITUTIONS OF HIGHER EDUCATION***Карабітська Н.О.**Харківський національний економічний університет ім. С. Кузнеця,**Ускова Т.О.**Харківський національний економічний університет ім. С. Кузнеця***ТЕОРЕТИЧНІ АСПЕКТИ ДИСТАНЦІЙНОГО ФОРМУВАННЯ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ СТУДЕНТІВ У ВИВЧЕННІ ІНОЗЕМНОЇ МОВИ У ВНЗ****Abstract**

The article is based on the analysis of pedagogical, methodological and special literature on the problems of information technology for the use of distance technologies in the field of foreign language teaching and it is developed methodology and technology for distance formation of communicative competence of students of non-language institutions of higher education. The principle of support involves the use of information support in the native language and certain stages of mastering the skills of independent activity within the communicative competence, rules and instructions needed to adjust the educational route, different types and forms of visibility to form communicative competence.

Анотація

У статті на основі аналізу педагогічної, методичної та спеціальної літератури з проблем інформаційних технологій використання дистанційних технологій у сфері навчання іноземних мов розроблено методіку та технологію дистанційного формування комунікативної компетентності студентів не-мовні ВНЗ. Принцип супроводу передбачає використання інформаційного супроводу рідною мовою та окремих етапів оволодіння навичками самостійної діяльності в межах комунікативної компетенції, правил та інструкцій, необхідних для коригування навчального маршруту, різних видів і форм наочності для формування комунікативної компетенції.

Keywords: *distance learning, formation of communicative competence, independent work, mastering a foreign language, block-modular organization of the learning process.*

Ключові слова: *"дистанційне навчання"; "формування комунікативної компетенції"; "самостійна робота"; "оволодіння іноземною мовою"; "блочно-модульна організація навчального процесу".*

The education system is oriented at the stage of society's development both for the transfer of a certain amount of knowledge to students, and for the development of the personality, its cognitive and creative abilities. The goal of education is for students to achieve the necessary level of mastery of a foreign language, which can be used as a means of communication and understanding of another culture and will allow successful intercultural communication.

In the modern understanding, the concept of a single system of distance education in Ukraine for learning foreign languages involves the rejection of the authoritarian style of learning, orientation to the individual and personal qualities of the student, the departure from the monologue, as the traditionally predominant form of educational activity, and the transition to which forms of learning as a polylogue (communication, conversation, discussion of several people on a specific issue), encouraging the partner to express himself in language, which involves the formation of communicative competence, understanding information, not as "things in themselves", but as knowledge that actualizes in the subject's external activity skills. It should be noted that

distance forms of education, distance seminars, conferences, Olympiads, quizzes presuppose the use and reliance on electronic sources of information (virtual libraries, databases, consulting services, electronic teaching aids, specially equipped classrooms). However, in reality, the use of distance education and the Internet in institutions of higher education is still not fully connected with the educational process. Currently, distance education of students, otherwise "distance formation of knowledge, skills and abilities" belongs to the concept of "competence", which is in the initial stage of its development.

Theoretical aspects of distance learning are considered as an issue related to the scientific and theoretical foundations of the use of information technologies in the learning process in general and in foreign language teaching in particular. Based on the analysis of pedagogical and psychological literature, the understanding of distance learning as a pedagogical phenomenon, its substantive foundations and structure is presented. The most universal definition of distance learning, which characterizes it as a learning process that

takes place in a situation where the teacher and the student are separated spatially, and the students can also be separated.

Regarding the concept of distance learning of foreign languages, it is necessary to take into account, on the one hand, the didactic properties and functions of telecommunications, multimedia tools as a technological basis of learning, and on the other hand, the conceptual directions of the didactic organization of distance learning as an element of the general education system at the modern level.

The purpose of the article is the theoretical substantiation of distance formation of students' communicative competence during foreign language learning in institutions of higher education.

The concept of the development of distance education in Ukraine was approved by the Ministry of Education of Ukraine on December 20, 2000. According to it, distance education is considered to be a form of education that must be equivalent to or replace full-time, evening, correspondence forms of education and externships and be implemented mainly with the help of distance education learning technologies. The terms "distance education" and "distance learning" are not identical. In this study "distance education" will be considered a form of education with the provision of services to a wide range of subjects regardless of their location with the help of information technologies, under the term "distance education" - the process of educational interaction between a teacher and a student, which takes place on distance and involves the use of information technologies, the main task of which is the formation of professional knowledge and competences (directly from a foreign language). In order to thoroughly clarify the essence of distance learning as a specific form of acquiring knowledge in one or another field from the social sphere, it is necessary to compare it with the traditional educational process. First of all, the comparison of these forms of education should be carried out in relation to the key subject of the educational process, namely, the teacher, his place and the functions performed by him. According to the understanding established in the pedagogical literature, the teacher is at the center of the educational process, and his main role is to manage this process. This provision characterizes the traditional model of education as an interconnected system of "teacher - student", who are, according to the modern pedagogical concept, in "subject-subject" relations. It should be noted that in a systematic and methodically correct organized educational process, there is a controlled interaction between the student and the group, or students among themselves, which is an indispensable condition for the productive acquisition of knowledge, skills and abilities. The possible passivity of some part of the students due to various factors, circumstances and their psychophysiological features should be attributed to the significant shortcomings of the traditional educational process. There is a need, which is dictated by new requirements for education, to shift the emphasis from passive perception to independent acquisition of knowledge with the help of modern technologies. In the distance form of education, it is difficult to imagine you are a teacher who performs

the same functions as in distance learning, since the student is at the center of the distance learning process, and the meaning of his educational activity is independent work, the goal of which is the ability to study independently and the formation of relevant skills and abilities. Activity and interactivity, as one of the leading didactic principles, become a condition for the success and productivity of distance learning. It should also be noted that distance education does not replace or replace traditional education, but significantly complements it.

When organizing independent activities in distance education, one should start from the principles already available in the methodology, taking into account the system and functional features of this form of education. If we consider the communicative principle, it is implemented in the traditional method only when the student is in direct contact with the teacher. In distance education, as a communicative and interactive means of obtaining information from various databases, conferences, the Internet and regional networks, libraries, etc., processing, relevant conclusions, responding and ultimately obtaining the quintessence of information that necessary for progressive movement forward along an independent educational route. The next principle of consciousness in distance learning is perceived by us as the principle of conscious personality-oriented automation of skills and abilities of independent activity, when a certain system of rules, instructions and recommendations transmit the formation of skills and abilities on a conscious basis, gradually fades into the background and does not play an active role, in particular, all actions are performed on a consciously automated basis. Furthermore, the support principle involves the use of a system of information supports in the native language and certain stages of mastering the skills of independent activity within the communicative competence, rules and instructions necessary to adjust the educational route, various types and forms of visualization to develop communicative competence.

These principles are of methodological importance for successful distance learning. However, this does not mean that other methodological principles should not be used if they naturally do not contradict the above conceptual provisions.

In the organization of the educational process in a distance form, it is important to take into account two essential factors:

1. The specifics of the organization of the educational process remotely and the specifics of the electronic means of learning from the pedagogical technologies used.

2. The specifics of a specific educational discipline. The conducted analysis of the literature allows us to highlight some basic organizational and procedural requirements for distance learning, which, in our opinion, should be taken into account when justifying the relevant general didactic and private methodological principles.

Thus, it can be stated that the implementation of the tasks of the module is carried out by organizing the individual independent work of the student and the accompanying counseling of the teacher, as well as by

working in small groups and pairs. During all stages of work on the module, close feedback is maintained with the teacher and fellow students, and all materials for self-monitoring are provided. When preparing foreign language lessons, the goal was to help students acquire communicative competence. Thus, distance learning has both advantages and disadvantages (if you approach this issue incorrectly), and the use of its individual elements can contribute to the effectiveness of student learning. The development of a course on the distance learning platform "Moodle" is a complex and long-term process that requires painstaking work and the development of a significant theoretical base, which constitutes the perspective of our further research.

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