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## ***DISTANCE LEARNING TECHNOLOGIES IN FORMATION OF PROFESSIONAL TRAINING OF FUTURE ENGLISH TEACHERS***

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*Due to the global informatization of society and the process of involving information and communication technologies (ICT) in all areas of human activity, including the educational process of high school the problem of new model construction of process of future highly qualified and competitive professionals training is raised.*

*In conditions of Ukraine integration into the European educational space, the significant changes in professional training of teachers in higher education institutions are taken place. ICT and distance learning technologies are implemented in learning process.*

*However, this process causes many difficulties in students and teachers, for example, the lack of guidance on the implementation of ICT and distance learning technologies in the learning process and not enough formed skills and abilities of teachers and students to use ICT and distance learning technologies in professional activity. These problems negatively affect on the quality of future specialists training, including teachers of foreign language (English). To increase the quality of English teachers training there is a need to introduce distance learning technologies in language learning process, at study the discipline "Practical English Course".*

*On the base of analysis of psychological and educational literature in future English teachers training, the results of international studies and methodological literature of distance learning the practical implementation of distance learning technologies in educational process of training of English teachers of Kherson State University was presented.*

**Keywords:** *distance learning, distance learning technologies, ICT, professional competence, electronic educational and methodological support, distance learning system «Kherson Virtual University».*

**Problem setting.** Modern traditional learning system, in spite of significant results and achievements, needs significant upgrading due to the rapid development and spreading of ICT in educational process.

Current state of educational standards correlate the content of foreign language learning of university with the market demands of professional work, interests and needs of society in high competence and qualified specialists. Consequently, there is a problem of optimization and intensification of foreign languages teaching, acquiring of new knowledge and improving the language level and speech training with using ICT and distance learning technologies.

At the present time teaching and learning over the Internet or distance learning is frequently considered as a fully serious of alternative to traditional education, allowing student to get deep knowledge.

Distance learning as one of learning forms was developed before the appearance of Internet, and gradually it was increased in complex of used technologies. At first the so-called keys-technology was used: structured educational methodical materials were completed in special set ("keys") which was sent to student for self-activity study. With the lapse of time paper folders and textbooks were supplemented by records on magnetic mediums and CD-ROM, and television technologies began to apply for conducting lessons and reading lectures. Thus a student had to visit periodically internal consultations of teachers (tutors) in (regional) educational centers specially

created for these aims. Soon, in connection with fast development of information technologies and Internet, distance learning was developed.

Distance learning is learning process which is carried out with the use of modern information technologies: satellite communication, computer telecommunications, Internet, national and cable television, multimedia, learning systems [30].

**Analysis of recent research and publications.** The problem of distance learning (DL) in learning languages is studied by number of scientists: V. Bykov [1], V. Kukhareno [3], A. Andreev, V. Gritsenko, K. Kozhukhov [15], O. Oliynik [28], S. Kudryavtseva, N. Mayer, M. Moor, E. Polat [29], T. Koval [16], A. Hutorskoy [11] and others. According to K. Kozhukhov, distance learning technologies are based on using a wide range of information and communication technologies [15, p.11].

The rapid introduction of ICT in educational process creates conflict between desire and willingness of teachers to use ICT and distance learning technology in foreign languages teaching and the lack of methodical guidelines of using new technologies. Therefore, this issue is actual and unresolved.

*The purpose of article* - consider the peculiarities of professional training formation of English teachers in universities, to provide the practical implementation of distance learning in course study "Practical English Course" to intensify the process of formation of future English teachers training.

#### **Problem consideration.**

Too rapid development of information and communication technologies changed strategic and tactical guidance of modern education. In information age the role of education is increasing because of the man knows what he makes, how he gets, adapts and transmits the information depends on his success.

Integration education in the Bologna process causes the interest in learning foreign languages. Learning foreign languages is aimed not only at learning languages as much as possible by young people, but also to develop skills of students to be mobile, informed and communicative.

At that same time, the state needs highly qualified and competitive professionals in the field of education to improve the educational process. Thus, there is the problem of increasing the quality of training process of future teachers of English language in high school.

To consider this problem, define the term "professional competence". This pedagogical phenomenon was the subject of scientific interest of following researchers: V. Barkasi [4], E. Zeyera, I. Zimnya [36], O. Zabolotskaya [35], I. Zyazyun [37], O.Kryukova, N. Kuzmina, I. Klak [13], A. Markova [25], L. Petukhova [31] etc.

The analysis of scientific achievements of researchers demonstrates various approaches to the interpretation of category "professional competence".

Thus, according to L. Mitina, "professional competence" is a system of knowledge, skills, and methods and techniques of realization in professional activity [26].

Researcher A. Derkach describes this phenomenon as a system of professional knowledge that is constantly spreading and makes professional work effective [8].

V. Barkasi considers "professional competence" of teacher as integral formation of person, which includes a set of cognitive, technological, social, multicultural, and personal components [4].

So, phenomenology "teacher's professional competence" is reflected in a large number of psychological and educational researches, but in modern psychological and pedagogical science the problem of professional competence of teacher has not unique interpretation. Various interpretations of the essence of concept "professional competence" of teachers are due to the features of structure of specialist's professional activity of various fields. However, the basic characteristic of the concept is the degree of formation of set of knowledge, skills, abilities, experience, and ensuring performance of professional activities [34].

Therefore, we propose our definition "teacher's professional competence" is a set of values, knowledge and skills that determine the effectiveness of educational activities, professional

psychological knowledge, a set of professionally significant personal qualities and properties, unity of theoretical and practical readiness of professional pedagogical activity.

Professional competence consists of many structural components. In psychological and pedagogical researches many approaches to determine components of “professional competence” were indicated.

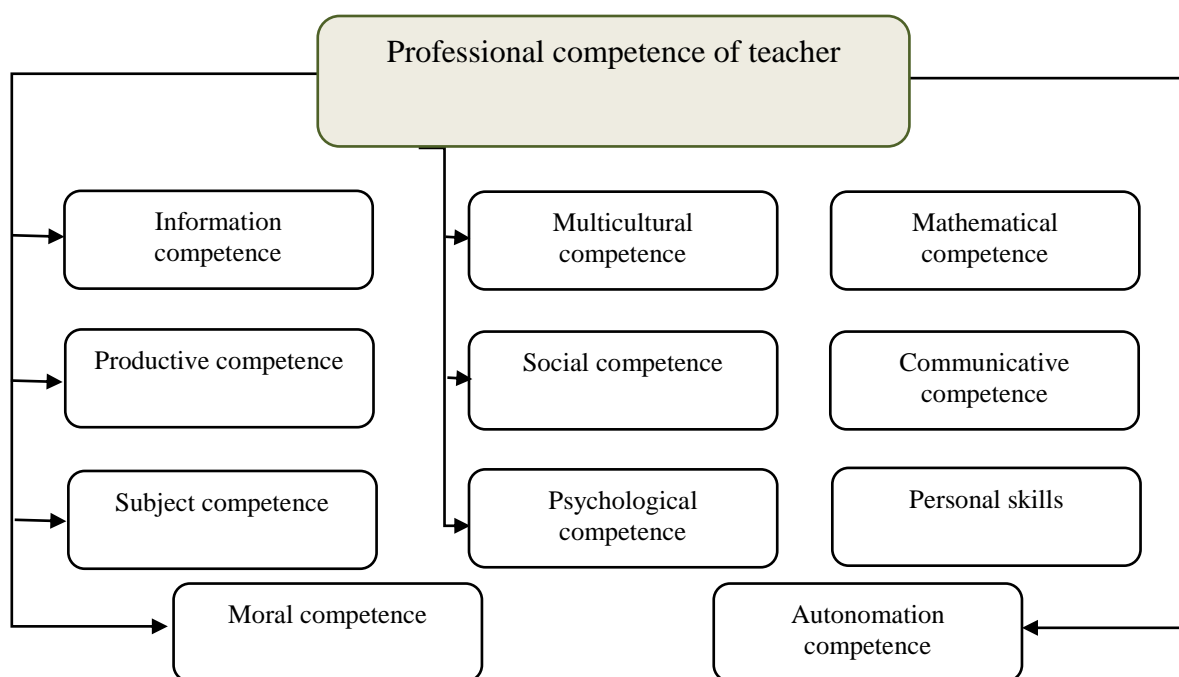
So, I. Zimnya [36], A. Hutorskoy [11], Yu.Frolov [10] distinguished the components of “professional competence”:

- readiness to identify competencies (motivational aspect);
- possession of knowledge of the content of competence (cognitive aspect) – experience of identify competency in various standard and non-standard situations (behavioral aspect);
- attitude to the content of its competence and object of its use (value-semantic aspect that serves as motivation);
- emotional and volitional regulation of process and the identification of competencies.

Researcher V. Redko focuses on the following four components of “professional competence” of English teacher:

- identify features of student, take them into account in the learning process and relate them to the conditions of foreign language learning process;
- plan of communication in learning that provides the ability of teacher efficiently use not only the textbook as the primary means of learning and other tools that promote effective learning, actively implement creative, interactive forms of activities that activate the learning process and provide speech interaction;
- carry out all planned tasks, teacher should rationally distribute time during the lesson, make appropriate psychological climate that gives students an opportunity to reveal their individual capabilities and develop their own emotional sphere, creativity, cognitive abilities, social skills to interact with others in learning;
- critically evaluate and analyze the results of pedagogical activity, correct it, make appropriate conclusions and find ways and means to improve it [33].

The structure of professional competence of teacher as a set of key components was developed (Fig. 1).



*Fig.1. Structure of professional competence*

Consider each component in detail.

1. *Productive competency* involves the ability to work and produce own product, make decisions and take responsibility, willingness and need for creativity;

2. *Autonomation competence* - the ability to self-development, creativity, self-determination, self-education, competitiveness, willingness to learn during the life;

3. *Information competence* - knowledge of information technologies, the ability to obtain process and use various types of information from various sources;

4. *Subject competence* - knowledge and skills in particular subject;

5. *Personal skills* - tolerance, kindness, compassion, poise, grace, tolerance, reflection, humanity, etc;

6. *Communicative competence* - the ability to engage in communication, to be understood, to communicate orally and in writing in native and foreign languages;

7. *Moral competence* - willingness, ability and need to live by traditional moral norms;

8. *Psychological competence* - the ability to use psychological characteristics while organizing teacher-student interaction in educational activity;

9. *Social competence* - the ability to live and work with others; ability to co-exist without conflict;

10. *Mathematical competence* - the ability to work with numerical data and have mathematical skills;

11. *Multicultural competence* – mastering of cultural achievements; understanding of other people, their individuality and differences in national, cultural, religious and other features. [11]

All these components of professional competence are integrated into a single process.

The formation process of professional competence is implemented taking into account relevant pedagogical conditions. One of the conditions is the creation of electronic methodological support of professional training of students of language faculties in discipline “Practical English Course”. Training of English teachers in conditions of classical university is undergoing a significant need for the creation of electronic methodological support of professional training using ICT. It will allow, on the one hand, forming and improving the abilities and skills of basic types of speech activity, and on the other it will contribute to the accumulation of knowledge and skills of ICT use in scientific and educational activities in the future.

First of all, “electronic methodological support of professional training” is a set of components of educational orientation that supports most types of activities and includes annotation; curriculum; electronic learning textbook for students in the form of interactive computer program, web document; additional information and instructional materials; diagnostic materials (tests, practical and creative tasks); tasks for self-activity works; visual materials; glossary; references, online resources; methodological guidelines for teachers how to use complex in educational process [14].

According to A. Kovaliv, “electronic methodological support of professional training” is automated system that includes information and methodological materials of discipline, and allows use them to gain knowledge, form and improve skills and make control and self-control of this process [17].

We agree with approach proposed by the author, he mentions “electronic methodological support of professional training” is automated system with a set of methodological materials and feedback system of teacher and students. Thus, one of the components of electronic methodological support of professional training is distance course.

Distance course is an analogue of study guide for students who study in extramural and external studies. Actually distance course is instruction of learning course, designed with a certain degree of completeness [9].

Project of regulation of certification of electronic educational course (distance course) indicates definition “electronic educational course” is set of methodological guidelines and educational services designed to organize individual and group training using distance learning technologies [32].

M Buharkina, M. Moiseeva, E. Polat emphasize that distance learning course is data medium; organizer of cognitive activity on certain topics, sections of programs for learners. It may be integrated as a component in the book (electronic, printed), it may be completely autonomous or one of modules of the system. Distance course is more flexible learning tool than textbook. It is built on modular principle; each module has complete structure and can be used independently, but all modules are joined by common logic of topic deployment [30].

So, researchers emphasize the structural features of distance course and it is a mean of organization of learning process. However, the authors do not say that distance course is individualized learning tool, and that creation and existence of the course requires theoretical knowledge on the basics of distance learning and methodically correct use of distance learning technologies in practice.

Let's consider the definition "distance learning". There are a set of definitions of "distance learning". We consider only the most accurate definition in our opinion. Distance Learning (DL) is the interaction between teachers and students at distance that covers all components inherent of the educational process (purpose, content, methods, organizational forms, and teaching aids) specific means of Internet technologies [29, p.15].

DL is complex educational technologies, combining the achievements of pedagogy and psychology didactic opportunities of information and telecommunication technologies that use the computer as a data medium and means of communication. DL meets all modern features of society and its purpose is forming the creative person [29, p.20].

There are a set of advantages and disadvantages of distance learning, especially in language learning. Let's consider them.

Actually, there are a lot of advantages of distance learning. First of all, students can study at any place. They can spend time over something that puzzles or intrigues them before they proceed. That's something they cannot do if the teacher controls the pace of students' learning or the pace of a class group.

Students can arrange their week to suit their work and family commitments. That means they can schedule the studies at times that would be awkward or unsuitable for teachers or their fellows students.

Also students explore the freedom that distance makes possible, they begin to realize that they control the content and emphasis of what they study, to a lesser if not a greater extent. This one is probably the most important advantage because only students decide what they would or would not do [19].

One of disadvantages of distance learning is isolated learning, i.e. many tasks are for self-activity. Students should study the discipline by themselves. Teacher is manager-consultant and facilitator. Also, at distance teachers cannot do things that they took for granted in the face-to-face situation. For example, it is impossible at a distance for the teacher to keep a casual eye on the learners' performance and progress. Distance is a severe constraint on the development of a relationship between the teacher and the learner.

So, distance learning means sharing, borrowing, returning, issuing and other functions involving books, paperwork and assignments [5].

So, the successful language-teaching is built on the strategy that aims at creating an interest in a language and culture and then uses technology as a means of allowing pupils to communicate with others, use interactive resources and exercises and be creative in target language. Distance learning has created new methods of language teaching; it has promoted new attitudes to the acquisition of foreign languages; and it also has opened up new possibilities of language education.

Thus, distance learning for language is not quite the same as learning of other subjects. Learning a foreign language includes not only the mastering of grammatical knowledge and comprehension skills, but the development of interactive communication ability (competence). With the help of distance learning systems, which has all communicational and virtual tools teachers can possibly create a virtual reality in which students can develop communication skills [19]. In teaching of language activities as reading and writing, teacher can use electronic educational

resources in the form texts, links on article, exercises and etc. because these competences don't require graphics, audio and video educational resources. However, in teaching speaking, pronunciation and listening, it is necessary to use sound, video files and illustrations to create different communication situations [28].

Distance Learning technologies help students improve skills in the possession of the main types of language activity with a variety of e-learning resources, interactive multimedia resources system adaptive testing, which allows to increase the motivation to learn English, gain and improve the skills and ability to work with PC, to understand the nature and conditions of application of distance learning technologies in study of English.

### **Practical implementation of distance learning technologies in professional training of future English teachers.**

In the process of professional training of future English teachers we created electronic educational methodological environment as distance course (DC) "Practical English Course Upper Intermediate" based on the textbook with the same title and authors are L. Chernovaty, V. Karaban and others [7]. The course is for third year students of philological faculties and specialty "Philology. Language and literature (English)" of high educational institutions. This course is created in distance learning system "Kherson Virtual University" (DLS KVV) <http://dls.ksu.kherson.ua/dls/Default.aspx?l=1>.

DLS KVV is designed by employees of Department of Support for Academic, Informational and Communicational Infrastructure of Kherson State University [23]. It corresponds to all requirements of international distance learning standards IMS and SCORM [18].

The aim of the course "Practical English Course Upper Intermediate" is practical mastering of English system and rules of its operation in foreign communication situations, formation of students' linguistic and cultural skills to operate the material and acquired skills in professional work of teacher-philologist. Learning English in the course pursues the comprehensive implementation of practical, cognitive-educational, emotional-developed, professional and educational goals.

Results of course: students should master C1.1. level in listening, writing and speaking, C1.2. in monologue speech and reading.

The process of developing DC "Practical English Course Upper Intermediate" was consisted of successive stages of preparation, creation, programming, verification and editing materials. At the stage of preparation the number of students, aims and content of education, technology and technical means were determined.

At course development principles of teaching English were taken into account:

- principle of interactive of educational process (interconnection of teacher and student in distance learning system, within a distance course where the student has the opportunity to learn materials, do practical (laboratory) tasks, pass test and communicate with course's participants);
- principle of education as a dialogue (distance learning of language is in the process of interpersonal communication by means of telecommunications, i.e. e-mail, forum, chat, webinar, etc.);
- principle of flexibility in teaching and educational material (student can acquire knowledge at a convenient time and choose the most convenient rate of study);
- principle of mobility of learning material (material is presented in the form of electronic educational resources and it can be modified);
- principle of modularity (distance learning provides the distribution of educational material to thematically finished parts, i.e. the distance course consists of a set of related topics (modules));
- principle of activity and independence of the student (distance learning provides self-activity study) [28].

At DC developing it is appropriate to use principle of interaction of the content of students' work in distance courses and topics of practical workshops. According to economic, technical and methodological factors, it should be made the selection among different types of training materials

and tools, print materials (texts and practical tasks), multimedia (audio-visual) means, hypertext, "support" tools (computer conference, telecommunication projects). Then we should determine the structure of the course; arrange system of exercises, determine forms of feedback. Then we should make course' algorithm and implement its programming. At stage of control it is necessary to verify the course. Based on faults it is necessary to edit the course, fix bugs, debugging of feedback efficiency etc. [26].

According to the previously mentioned technology the structure of distance course on discipline "Practical English Course Upper Intermediate", which consists of conventionally allocated blocks, was designed:

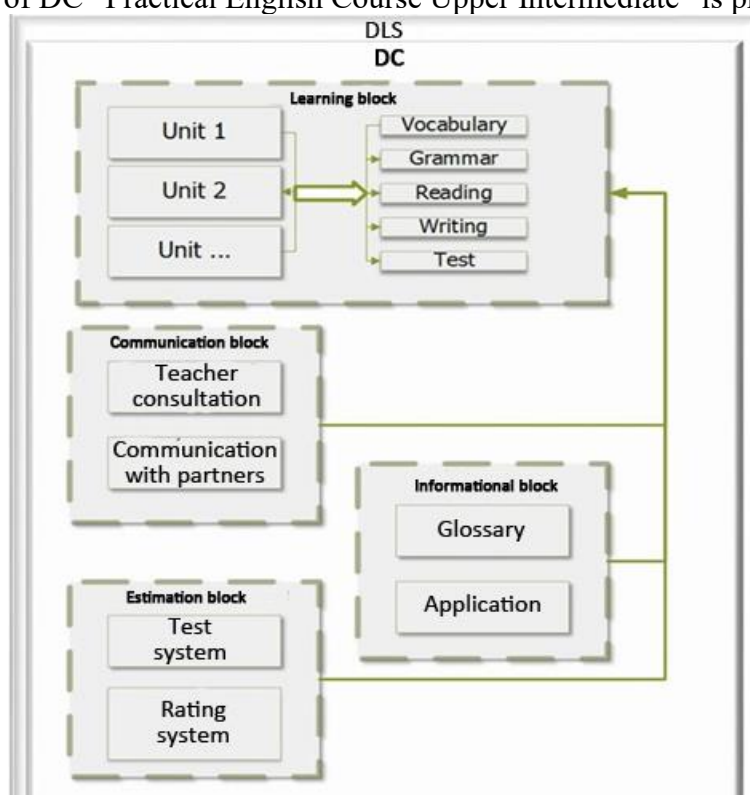
1. *Learning block* includes a set of units (modules) of course, aimed at development and improvement of foreign language communicative skills (speaking, listening, writing and reading).

2. *Communication block* provides the possibility of communication of student and teacher and others participants. The implementation of communication process can take place via e-mail, forum, chat and webinars.

3. *Informational block* provides information on user request: general information (annotation and curriculum of the course), glossary (grammar handbook, vocabulary of unfamiliar words), and application of authentic educational texts and links on educational materials in Internet. Course usage is simplified through rational use of navigation features of main page, there are the basic functions ("Study process" - the list of units, "Rating" - rating table of students' knowledge evaluation, "Forum", "Chat" - communication tools).

4. *Estimation block* provides the opportunity for teacher to create various types of tests students' knowledge evaluation and use rating system. Monitoring and evaluation in DC is made by automatic program (tasks with regulated answer) and by teacher. Teacher checks the exercise of unregulated or partly regulated answer.

Schematic structure of DC "Practical English Course Upper Intermediate" is presented (pic.2).



**Fig. 2.** Structure of DC "Practical English Course Upper Intermediate"

Let us consider the basic elements of distance course:

- Main page;
- Course plan (list of modules (units));

- Test system;
- Forum, chat, virtual board (webinars);
- Glossary;
- Rating system.

On main page (Pic. 3) the title, annotation, goals, status of group, number of participants and advertisements are presented. There are menus “Group Pages”, “Actions with Group”, “Group Documents” on the main page of group.

**Fig. 3.** DC "Practical English Course Upper Intermediate"

“Curriculum” contains the list of units. Each topic (unit) of course includes tasks (exercises), aimed at the formation of all types of speech activity (listening, reading, writing and speaking) and tasks for self-activity, control knowledge (testing), additional learning materials (audio, video materials or online resources).

For formation speaking skills, the exercises of problematic nature, the aim of which is description, comparison, contrasting, analysis, evaluation and drawing conclusions, defending the own point of view are developed.

For formation reading skills, exercises on forming contextual surmise for understanding unfamiliar words in text, recognition the main idea of text, structure, elements and relations between them are developed.

For formation of writing skills, exercises on writing essay, works etc are developed. There is improvement of grammar skills in the course. Each unit includes exercises for training the various elements of the grammatical system that has formed in student earlier. Exercises of correction of imperfect texts, formation of words from a given foundations and others are presented.

Thus, on pic.4 the exercise on improving skills in reading is presented. Students read text and use the links in text on online encyclopedia Wikipedia to get more information.



Group Rating Curriculum Forum Participants Exit

Site → My Groups → Group → Documents → Document of Group

**Уведомления**

- У вас есть 31 заявка на поступление в группы обучения. Перейти к заявкам

**Ex.2 p.16**

**You are going to read six fragments on some regional variations in the USA.**

**A. NEW ENGLAND**

This smallest region played a dominant role in American development. His earliest European settlers were English Protestants of firm and settled doctrine. They gave the region its distinctive political format – the town meeting in which citizens gathered to discuss issues of the day. Only men of property could vote. This political practice afforded New Englanders an unusually high level of participation in government. By 1750, the mainstays of the region had become shipbuilding, fishing and trade. In their business dealings, New Englanders gained a reputation for hard work, shrewdness, thrift, and ingenuity. Most of the money to run the businesses came from Boston, which was the financial center of the nation.

New England supported a vibrant cultural life and education. It boasts a cluster of top-ranking universities and colleges, including Harvard and Yale. Despite a changing population, much of the original spirit of New England remains. It can be seen in the simple, wood frame houses and white church steeples that are features of many small towns, and in the traditional lighthouses that dot the Atlantic coast. In the 20th century many skilled workers have been left without jobs. The gap has been partly filled by the microelectronics and computer industries.

**B. MIDDLE ATLANTIC**

The Middle Atlantic region was settled by a wide range of people. Dutch immigrants moved into the lower Hudson River Valley in what is now New York State. Swedes went to Delaware. English Catholics founded Maryland, and an English Protestant sect, the Quakers, settled Pennsylvania.

The region served as a bridge between North and South. Philadelphia was home to the

https://en.wikipedia.org/wiki/New\_England

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## New England

From Wikipedia, the free encyclopedia

Coordinates: 44°12′30.00″N 71°18′23.13″W

This article is about the region in North America. For other uses, see *New England* (disambiguation).

**New England** is an area which comprises six states of the northeastern United States: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.<sup>[a]</sup> It is bordered by the state of New York to the west and south, and the Canadian provinces of New Brunswick and Quebec to the northeast and north, respectively. The Atlantic Ocean is to the east and southeast, and Long Island Sound is to the south.

Pilgrims from England first settled in the region in 1620, forming the Plymouth Colony, one of the earliest English settlements in the Americas. Ten years later, the Puritans settled north of Plymouth Colony in Boston, thus forming Massachusetts Bay Colony. Over the next 126 years, people in the region fought in four French and Indian Wars, until the British and their Iroquois Confederacy allies defeated the French and their Algonquin allies in North America. In 1692, the town of Salem, Massachusetts, and surrounding areas experienced one of the most infamous cases of mass hysteria in the history of the Western Hemisphere, the Salem witch trials.<sup>[a]</sup>

In the late 18th century, political leaders from the New England Colonies, known as the Sons of Liberty, initiated the resistance to Britain's efforts to impose new taxes without the consent of the colonists. The Boston Tea Party was a protest to which Britain responded with a series of punitive laws stripping Massachusetts of self-government, which were termed the "Intolerable Acts" by the colonists. The confrontation led to the first battles of the American Revolutionary War in 1775, and the expulsion of the British authorities from the region in spring 1776. The region played a prominent role in the movement to abolish slavery in the United States, and was the first region of the U.S. transformed by the Industrial Revolution, centered on the Blackstone and Merrimack river valleys.

The physical geography of New England is diverse for such a small area, southeastern New England is covered by a narrow coastal plain, while the western and northern regions are dominated by the rolling hills and worn-down peaks of the northern end of the Appalachian Mountains. With the Atlantic fall line lying so close to the coast, numerous industrial cities were able to take advantage of water power along the numerous rivers, such as the Connecticut River, which bisects the region from north to south.

Each state is principally subdivided into small incorporated municipalities known as towns, which are often governed by town meetings. The only unincorporated areas in the region exist in the sparsely populated northern regions of Vermont, New Hampshire, and Maine. The region is one of the U.S. Census Bureau's nine regional divisions and the only multi-state region with clear, consistent boundaries. It maintains a strong sense of cultural identity, although the terms of this identity are often contrasted, combining Puritanism with liberalism, agrarian life with industry, and isolation with immigration.

**Contents** [hide]

1 History

**New England**

Clockwise from top: skyline of Boston, Massachusetts's financial district, at night; a building of Yale University in New Haven, Connecticut; a view from Nubble Light on Cape Neddick, Maine; view from Mount Mansfield, Vermont; and a fisherman on Cape Cod, Massachusetts.

**Fig.4. Exercise on improving skills in reading «The USA Regions»**

Then students pass tests to check knowledge. It should be noted implementation of electronic tests in educational process is one way of learning optimization and improving the process of verification and assessment. Researcher A.Mayorov said “electronic test” is system of tasks of specific form that requires simple answers and provides rapid results processing, with the help of which teacher can efficiently evaluate and measure the level of knowledge and skills. [24]

In the process of educational test development it is necessary to follow certain requirements and recommendations. Thus, M. Chelishkova identifies the following requirements:

- question content should meet program requirements;
- use literary language and not use multi terms, rarely used words, slang and dialect;
- avoid trivial tasks that do not cause any difficulties;
- text of question should be formulated briefly;
- answer to one test question should not contain tips for others;
- motivated scale of assessment;
- questions should be formulated in the form of affirmative narrative structure with 5-20 words;
- avoid vague phrases, "perhaps it is", "is it true that" etc;
- each question should be 3 – 5 answers [6].

Distance learning system “Kherson Virtual university 2.0” gives an opportunity to conduct testing in distance learning course and use the different types of questions which are realized according to IMS standard of distance learning [20].

In the system the possibility of creation of three types of testing is realized:

1. Linear test (for correct answer the student gets the certain amount of points);
2. Adaptive test (testing begin with easy questions, if the student answers questions right, next questions are complicated, if he gives not correct answers, then simple questions are offered);
3. Psychological test (each question of test has ranges of meaning, the student gathers the certain amount of points and the system determines the result).

In DC "Practical English Course Upper Intermediate" we used all of these types of testing. Testing in the course has some specifics regarding the formation and improvement of foreign communicative language skills (reading, speaking, writing and listening). All tasks (exercises), aimed at formation and improvement of the skills are represented in such types of questions:

- One choice from many,
- Many choices from many,
- Open question,
- Associativity
- Order.
- Text in context
- Choice in context
- Multiple choices in context.
- Combo box in context
- Graphic Order

Test Settings. For creation of effective testing on knowledge evaluation, a teacher (tutor) should make the certain settings. DLS “KVU” allows setting the order of test question. Tutor set parameter «Random selection», questions are selected by in a random way, otherwise – in order of its following [20].

Test makes provision for fix time. The teacher independently fixes time of test passing. Parameter «Amount of questions» is an optimum amount of questions for passing. If “0” – all questions of test will be used. It is possible to specify the certain amount of questions for passing of test from all test questions.

Parameter «Allow to come back» – student has an opportunity to return on previous question and change the variant of answer.

After setting of necessary test parameters, the teacher (tutor) can use the test in distance learning group and conduct testing. Testing results are checked by the system and saved in group rating. The student has an opportunity to look over results and print it at any time [21].

At the end of the course there is the adaptive test. Adaptive testing model is used at computer testing according to the complexity of tasks when the level of student’s training with increasing accuracy is measured immediately after the response. Each next task in adaptive testing, depending on previous answers: every next task will be complicated if the previous task was done correctly. If

the previous question was done with mistake, the next task will be offered easier by computer testing.

Number of test tasks is not fixed in advance, and the testing process is completed after achieving of the specified assessment accuracy of level of students' knowledge. This occurs when the student has a constant level of complexity, for example, he answers to define critical (predetermined) number of questions of the same level of difficulty.

The advantages of adaptive testing:

- to measure students' knowledge more flexibility;
- to measure the student's knowledge by fewer tasks than at the traditional testing;
- to identify topics that student knows bad, and test knowledge on this topic later.

Scientists in testing noted that the reliability of the results of this test is the highest, so the computer program adjusts to student's level of knowledge [12, p.25].

Final test of course, built on an adaptive model, contains a set of questions structured in five levels of difficulty. Exercises are designed to determine the levels of foreign language communicative competence defined by Common European Framework of Reference for Languages [27].

Post-reading exercise «One from many» is presented.



Fig.5. Post-reading exercise «One from many»

361 група Факультет іноземної філології - Home task Ex.4p.18

Прогресс:  Вопрос: 1 из 1

The Most Risky Places In the USA

Almost any place (0) in the state with the capital of (1)  is dangerous. In addition to earthquakes, wildfire, landslides, the state has (2)  active areas in the north, around Mt. Shasta and other major volcanoes, as well as in the east, where the Long Valley Caldera shows signs of renewed (3) .

. Even beyond its (4)  seismic zones, the (5)  's shoreline is (6)  to tsunamis (seismic  throughout the Pacific  of hazards are smog,  spills, and (looking (9)  a few decades) severe water (10) .

Seattle, the largest city in the (11) , is also vulnerable to severe earthquakes. Unlike Californians, long aware of the risk, the officials in this state capital town of (12)  have only recently begun to plan for a seismic (13) .

. Coastal parts of the continental (14) .

00:07 Далі

**Fig.6.** While-reading exercise «Combo box in context»

361 група Факультет іноземної філології - Ex.6p.19

Прогресс:  Вопрос: 1 из 2

Match the words in column A with their equivalents in column B. Translate them.

	striking	quantity	canyon	differ	prehistoric	remains	yearly	variety	total	mean
fossil	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gorge	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
average	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
spectacular	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
species	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
amount	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
annual	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
vary	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
entire	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

00:16 Далі

**Fig.7.** While-reading exercise «Matching»

To implement feedback forum, chat, webinars and e-mail were used. In topics of “Forum” discussions, debates and statements were held. With e-mail the teacher consulted, solved technical or personal issues and so on. Webinars were conducted with specialized WizIQ platform, where a teacher was able to apply online theoretical material in the form of presentations, provide consultation, conduct a survey and answer questions from the audience of the course.

An important tool of feedback is rating system, which reflects the results of student learning in the form of rating table. At the same time, the rating system is a motivational factor in the formation of foreign language communicative competence. "Rating" of DC shows the results of the

success of all participants of the course. It enables the teacher to put on a performance evaluation of practical tasks, participate in forum etc.

Educational process in discipline “Practical English Course Upper Intermediate” was held in conjunction of traditional (classroom) training and distance learning. That teacher during classroom lessons offered to students to carry out training exercises in listening, reading, writing and speaking in distance course in distance learning system "KVU". Each unit is finished by test and at the end of each semester students passed the final adaptive testing to determine the level of learning of foreign language and performed oral examination.

To determine the efficacy of distance learning technologies in training of future teachers of English, students were asked to survey “Use of distance education in formation of professional competence of English teacher”. After analyzing the responses, we can conclude that 84% of respondents indicated the need to use information and communication technologies (ICTs) and distance learning technologies in educational activity, 95% of students noted the increase of motivation and interest in learning English, and 92% of students reported increase the level of foreign language communicative skills in distance course learning.

As a result of study during the academic year the course “Practical English Course Upper Intermediate”, developed after author's methodic of using distance learning, most students have achieved expected results, according to the working program of discipline.

**Conclusions.** In the article the features of formation of professional competence of future teachers of English using distance learning technologies were described and the practical implementation of the introduction of distance learning technologies in the training of future teachers of English as a distance learning course was presented.

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### **ДИСТАНЦІЙНІ ТЕХНОЛОГІЇ У ПРОФЕСІЙНІЙ ПІДГОТОВЦІ МАЙБУТНІХ УЧИТЕЛІВ АНГЛІЙСЬКОЇ МОВИ**

У зв'язку із глобальним процесом інформатизації суспільства та залученням інформаційно-комунікаційних технологій (ІКТ) в усі сфери діяльності людини, в тому числі у навчальний процес вищої школи постає задача побудови нової моделі процесу підготовки майбутніх висококваліфікованих та конкурентоспроможних фахівців.

В умовах інтеграції України в європейський освітній простір відбуваються значні зміни у професійній підготовці учителів у вищих навчальних закладах, у тому числі англійської мови, тобто у навчальний процес впроваджуються ІКТ та технології дистанційного навчання. Але, цей процес викликає багато труднощів як у студентів, так і у викладачів, наприклад, відсутність методичних вказівок щодо виконання ІКТ та технологій дистанційного навчання у навчальному процесі та недостатньо сформовані у викладачів та студентів навички й уміння користуватися новітніми інформаційно-комп'ютерними технологіями та глобальною мережею Інтернет. Зазначені проблеми негативно впливають на якість підготовки майбутніх фахівців вищих навчальних закладів, у тому числі учителів англійської мови. Для якісної професійної підготовки учителів англійської мови виникає потреба у впровадженні технологій дистанційного навчання.

На основі аналізу психолого-педагогічної літератури з питань професійної підготовки майбутніх учителів англійської мови, результатів міжнародних досліджень та статей методистів з дистанційного навчання запропоновано практичну реалізацію технологій дистанційного навчання у вигляді дистанційного курсу у навчальний процес підготовки майбутніх учителів англійської мови у Херсонському державному університеті.

**Ключові слова:** дистанційне навчання, технології дистанційного навчання, інформаційно-комунікаційні технології, професійна компетентність, електронне навчально-методичне забезпечення, дистанційний курс, система дистанційного навчання «Херсонський Віртуальний Університет».

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### **ДИСТАНЦИОННЫЕ ТЕХНОЛОГИИ В ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКЕ БУДУЩИХ УЧИТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА**

В связи с глобальным процессом информатизации общества и привлечением информационно-коммуникационных технологий (ИКТ) во все сферы деятельности человека, в том числе в учебный процесс высшей школы стоит задача построения новой модели процесса подготовки будущих высококвалифицированных и конкурентоспособных специалистов.

В условиях интеграции Украины в европейское образовательное пространство происходят значительные изменения в профессиональной подготовке будущих учителей в высших учебных заведениях, в том числе английского языка, то есть в учебный процесс внедряются ИКТ и технологии дистанционного обучения. Но данный процесс вызывает много трудностей как у студентов, так и у преподавателей, например, отсутствие методических указаний по использованию ИКТ и технологий дистанционного обучения в

учебном процессе и недостаточно сформированы у преподавателей и студентов навыки и умения пользоваться новейшими информационно-компьютерными технологиями и глобальной сетью Интернет. Указанные проблемы негативно влияют на качество подготовки будущих специалистов высших учебных заведений, в том числе учителей английского языка. Для качественной профессиональной подготовки учителей английского языка возникает потребность во внедрении технологий дистанционного обучения.

На основе анализа психолого-педагогической литературы по вопросам профессиональной подготовки будущих учителей английского языка, результатов международных исследований и статей методистов по дистанционному обучению предложена практическая реализация технологий дистанционного обучения в виде дистанционного курса в учебный процесс подготовки будущих учителей английского языка в Херсонском государственном университете.

**Ключевые слова:** дистанционное обучение, технологии дистанционного обучения, информационно-коммуникационные технологии, профессиональная компетентность, электронное учебно-методическое обеспечение, дистанционный курс, система дистанционного обучения «Херсонский Виртуальный Университет».