TECHNOLOGICAL ADVANCEMENTS AND DISTANCE LEARNING MODE IN FOREIGN LANGUAGE TEACHING AT HIGHER EDUCATIONAL ESTABLISHMENTS

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INTRODUCTION

Technology has fundamentally transformed the landscape of education, offering innovative solutions to traditional teaching and learning methods. The integration of information technologies into the educational process has enabled more interactive and engaging learning experiences. Tools such as digital platforms, online resources, virtual classrooms, and multimedia content have expanded the boundaries of education, making learning accessible anytime and anywhere. This democratization of education through technology enhances personalized learning, caters to diverse learning styles, and promotes collaboration and communication beyond geographical limitations.

The role of technology in ensuring continuity is crucial for the consistent development and progression of students' knowledge and skills, especially in times of crisis, such as natural disasters, health pandemics, or military conflicts. Online learning platforms, virtual classrooms, and digital resources allow education to continue outside of traditional classroom settings, ensuring that students can maintain their studies despite physical closures of educational institutions. This adaptability not only helps to mitigate the immediate impacts of disruptions but also prepares the education system to face future challenges more resiliently.

Technology's role in education is not just about maintaining continuity during disruptions but also about enhancing the overall educational experience, making learning more relevant to the digital age. As technology continues to evolve, its integration into education will further expand, offering new opportunities for innovation in teaching and learning language practices.

Educational systems worldwide have faced unprecedented disruptions due to crises like natural disasters, conflicts, and pandemics. For instance, the COVID-19 pandemic led to the widespread closure of schools, affecting millions of students globally. In response, many countries adopted distance learning solutions to continue the educational process. A notable case was Ukraine, where teachers rapidly adapted to digital tools for distance education, despite facing challenges such as lack of access to devices and internet connectivity issues. The COVID-19 pandemic underscored the

critical role of technology in maintaining continuity in Ukrainian educational establishments. Digital platforms, online learning tools, and educational software became indispensable for facilitating remote learning. Technologies such as video conferencing software enabled live virtual classrooms, while learning management systems allowed teachers to distribute materials, assign homework, and track student progress. This period also traced an increased emphasis on self-directed learning, with students leveraging online resources for independent study. Moreover, the crisis highlighted the importance of digital literacy and access to technology as key factors that ensure all students' active participation in distance learning.

In March 2020, UNESCO Director-General Audrey Azulay stated that due to the COVID-19 coronavirus pandemic, more than 1.5 billion young people in 165 countries could not attend classes due to the closure of secondary and high education[1]. Almost all universities in Ukraine "switched to distance learning from March 12, 2020". COVID-19 encouraged higher education institutions in Ukraine to implement innovative solutions in a relatively short period of time and to introduce distance learning using various web servers, platforms, online courses, resources and social networks. Another important task of distance learning is to maintain and increase the motivation of students to learn in extraordinary situation.

Technology has proven to be an invaluable tool in ensuring that learning never stops, no matter the external conditions. Currently in Ukraine, there is a rapid development of online education that is based on the use of modern technologies. In the context of the full – scale war invasion in Ukraine, online learning is becoming the most affordable form of education for the majority of Ukrainian educational establishments nowadays, highlighting the broader relevance of technology in maintaining educational continuity under challenging circumstances.

By leveraging modern technologies, educational institutions can maintain the flow of education, minimize learning losses, and adapt to changing circumstances without sacrificing the quality of education. The quality of online education can vary greatly. To improve it, educational institutions should focus on developing and utilizing high-quality digital content and interactive platforms that engage students. Regular feedback and assessment mechanisms can help monitor and enhance the learning process. Accreditation of online programs and courses is also crucial to ensure they meet educational standards.

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[1] From COVID-19 learning disruption to recovery: A snapshot of UNESCO's work in education in 2020 – World. *ReliefWeb*. URL: https://reliefweb.int/report/world/covid-19-learning-disruption-recovery-snapshot-unesco-s-work-education-2020

1. The Role of Technology in Facilitating Continuity
of the Educational Process

In today's interconnected world, the importance of learning foreign languages cannot be overstated. As technology continues to advance, distance and online learning have become increasingly popular options for language learners. This shift has opened up new possibilities for both teachers and students, but it also presents its own set of peculiarities that need to be addressed. The landscape of education is rapidly evolving with the advent of emerging technologies such as Artificial Intelligence (AI), Machine Learning (ML), and the Internet of Things (IoT). These technologies promise to revolutionize the educational experience by personalizing learning, enhancing interactivity, and providing real-time data for better decision-making. AI and ML can tailor educational content to meet individual student needs, predict learning outcomes, and offer targeted interventions. IoT, on the other hand, can create smart educational environments that enhance learning through interconnected devices and sensors, offering immersive experiences and operational efficiencies.

One of the key factors to consider when teaching languages online is the role of technology. Digital tools and platforms offer a wide range of resources and interactive activities that can enhance language learning. For example, language learning apps like Duolingo and Babbel provide learners with gamified exercises and instant feedback, making the learning process engaging and enjoyable.

Pedagogical approaches also play a significant role in online language teaching. As an instructor, you have the opportunity to design courses that cater to the specific needs and learning styles of your students. For instance, you can incorporate project-based learning activities where students collaborate virtually to complete tasks and projects, simulating real-world language use.

The analysis of scientific literature shows that there is a great interest in the use of modern educational technologies in the academic community. The study of organization methods and issues of the effectiveness of distance education are actively engaged both abroad and in Ukraine. The learning content, improvement of online learning methods is a hot topic of modern methodologists and researchers. In their publications, scientists note that the use of the latest technologies for distance education makes it possible to provide access to educational resources for a wide range of students, improve the quality of education and develop critical thinking. For example, Luis Miguel Dos Santos[2] draws attention to the fact that the search for optimal and

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[2] Dos Santos L. M. The Discussion of Communicative Language Teaching Approach in Language Classrooms. *Journal of Education and e-Learning Research.* 2020. Vol. 7, № 2. P. 104–109. URL: https://doi.org/10.20448/journal.509.2020. 72.104.109.

effective teaching methods and strategies is an integral part of teaching foreign languages. Online learning is gaining in popularity these days.

Reni Lestariyana[3] point out that in the digital age that has come, today's students have vast experience in actively using digital technologies through resources such as Facebook, Instagram, blogs and WhatsApp. For them, the online environment is familiar. Interesting is the opinion of Tony Bates, who believes that it becomes important to combine technology with education and information science to solve the problems of content design for e-learning[4].

Thus, Matthew Murdoch[5] noted that at present humanity is experiencing the dawn of education based on modern technologies. This type of training is an affordable means of spreading ideas, innovations and education around the world. According to the researcher, the abundance of options for finding information is simulated the movement of the blast wave of learning in the direction of virtual classrooms and other similar online learning platforms[6].

In our time, there is a continuous improvement of existing distance learning tools. The new forms have a number of advantages, which, according to Bowen, William G., have led to significant improvements in the academic infrastructure and have significantly saved time for obtaining new information[7].

N.P. L. Nariyati, Sudirman, N.P.A. Pratiwi[8], who note that constantly evolving mobile strategies play a significant role in the digital age, allowing for continuous improvement of the learning process.

Chartrand R.[9] notes that modern technologies open up unlimited access to educational materials for everyone. This circumstance greatly facilitates the educational process and makes it accessible to a wide range of people.

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[3] R. P. D., Widodo H. P. Engaging young learners of English with digital stories: Learning to mean. *Indonesian Journal of Applied Linguistics.* 2018. Vol. 8, no. 2. P. 489-495. URL: https://doi.org/10.17509/ijal.v8i2.13314.

[4] Bates T. Map of Research into E-Learning. URL: https://www.tonybates.ca/wp-content/uploads/2008/07/map-of-research3.pdf.

[5] Murdoch M., Muller T. The Learning Explosion: 9 Rules to Ignite Your Virtual Classrooms. Covey Publishing. 2011. 195 p.

[6] Ibid.

[7] Bowen W. G. Higher Education in the Digital. Princeton. NJ Princeton University Press. 2013. 192 p.

[8] Nariyati N. P. L., Sudirman S., Pratiwi N. P. A. EFL pre-service teachers' perception toward the use of mobile assisted language learning in teaching english. *International journal of language education.* 2020. Vol. 4, № 2. P. 38–47. URL: https://doi.org/10.26858/ijole.v4i2.10052.

[9] Chartrand R. Advantages and Disadvantages of Using Mobile Devices in a University Language Classroom. *Bulletin of the Institute of Foreign Language Education Kurume University.* 2016. Vol. 23. P. 1–13.

A similar point of view is expressed by Nadıran Tanyeli[10]. The researcher believes that using the Internet as a teaching tool makes the learning process more interesting, primarily for those who are studying a foreign language. The author draws attention to the fact that higher educational institutions are more and more actively involved in the development of online language programs.

Currently, the issues of the influence of new forms of education on the motivation of students to learn are also being investigated. Muhammad Dafit Pitoyo[11], indicate that in the 21-st century there is a tendency towards a decrease in the role of traditional forms of education. In their study, the authors showed that students' levels of motivation to learn increased, and they began to study more intensively after taking game tests on the free Quizizz learning platform.

The Moodle educational platform was researched by Sanchez R.A., Hueros A.D.[12], Machado M., Tao E.[13] and other authors. Carolina Costaa, Helena Alvelosa, Leonor Teixeiraa[14] in their research aimed at analyzing the functionality and tools of the Moodle platform and their use by students, note that this online platform opens up many opportunities for effective learning for students. So, the Moodle platform, adopted at Aveiro University (UA), contains modules that allow you to create educational resources, communicate between participants in the educational process, give an objective assessment of activities, etc. Researchers point to the renewed role of the teacher, who becomes a mentor-consultant coordinating the learning process, constantly improving their own courses and skills.

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[10] Tanyeli N. The efficiency of online English language instruction on students' reading skills. *Procedia – Social and Behavioral Sciences.* 2009. Vol. 1, № 1. P. 564–567. URL: https://doi.org/10.1016/j.sbspro.2009.01.102.

[11] Pitoyo M. D., Sumardi S., Asib A. Gamification-Based Assessment: The Washback Effect of Quizizz on Students' Learning in Higher Education. *International Journal of Language Education*. 2020. Vol. 4, № 2. P. 1. URL: https://doi.org/10.26858/ijole.v4i2.8188.

[12] Sánchez R. A., Hueros A. D. Motivational factors that influence the acceptance of Moodle using TAM. *Computers in Human Behavior*. 2010. Vol. 26, № 6. P. 1632–1640. URL: https://doi.org/10.1016/j.chb.2010.06.011.

[13] Machado M., Tao E. Blackboard vs. Moodle: Comparing User Experience of Learning Management Systems. *Conference 37th Annual Frontiers in Education Conference – Global Engineering: Knowledge Without Borders, Opportunities Without Passports, Milwaukee, WI, USA, 2007.* 2007. P. 7–12. https://doi.org/10.1109/FIE.2007.4417910.

[14] Costa C., Alvelos H., Teixeira L. The Use of Moodle e-learning Platform: A Study in a Portuguese University. *Procedia Technology.* 2012. Vol. 5. P. 334–343. URL: https://doi.org/10.1016/j.protcy.2012.09.037.

Brammer S., Clark T. assume that in order to adapt to a prolonged pandemic, universities will need flexible and reliable models of education that will allow them to continuously adapt to different stages of the "new habit"[15]. COVID-19 has accelerated and intensified long-term pedagogical trends, creating a natural experiment in which numerous innovations are tested and evaluated. The first signs suggest that many of the innovations used during the pandemic will be beneficial to students after the crisis.

However, it's important to acknowledge the challenges that come with distance and online learning. One such challenge is the lack of face-to-face interaction. In traditional classroom settings, teachers can observe students' body language and provide immediate feedback. In an online environment, instructors need to find alternative ways to gauge students' understanding and address their questions and concerns. To overcome these challenges, it is crucial to create a sense of community in online language courses. This can be achieved through various means, such as discussion forums, virtual meetups, and group projects. By fostering a supportive and collaborative learning environment, students can feel connected and motivated to actively participate in their language learning journey.

The current situation in higher education shows that it has become vitally important to conduct classes using new information technologies. However, the introduction of online learning into the educational process should not at all exclude traditional teaching methods, but only supplement them. The main goal of online learning is the formation of sustainable motivation through the active participation of students and teachers in the educational process. It is possible to ensure a qualitative improvement in the results of educational activities only with a reasonable combination of accumulated methods, personal experience and modern technologies.

The advantages of online education are obvious: the possibility of differentiated and individual training for all students (including those with disabilities, territorial availability of education in the country's ranking universities, etc.); interactivity; quality of tests; visibility; justification for the use of audio, video materials; the possibility of work with gifted students; remote participation in olympiads, competitions, conferences.

Key innovative qualities of online learning include: ensuring all components of the educational process: obtaining information, practical exercises, certification (monitoring of educational achievements); interactivity, which provides a sharp expansion of the possibilities of independent educational work through the use of active-activity forms of learning; the possibility of more complete training outside the classroom.

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[15] Brammer S., Clark T. COVID-19 and Management Education: Reflections on Challenges, Opportunities, and Potential Futures. *British Journal of Management*. 2020. Vol. 31, № 3. P. 453–456. URL: https://doi.org/10.1111/1467-8551.12425.

The emphasis on usefulness is not accidental. This is not about finding and retrieving textual information from remote sources. Completeness in this case implies the implementation outside the classroom of such types of educational activities that previously could only be performed at the university: the study of new material on a subject basis, the current control of knowledge with assessment and conclusions, preparation for exams, and even much more, up to collective educational work of remote users.

The teaching method is understood as a didactic category that gives a theoretical idea of the system of norms of interaction between the teacher and students to achieve joint learning goals. A distance online course is a form of training in which the achievements and capabilities of electronic information and communication technologies are used that meet the educational needs of a modern student audience.

The main idea of the online learning methodology is to create a learning virtual environment, including various Internet sources, conduct online lectures and consultations, and develop testing. The constituent parts of online learning are students and teaching staff, whose interaction is carried out using modern telecommunication means. An important integrated factor of the distance learning system is the combination of pedagogical methods and techniques used in the educational process. These are, first of all, interactive databases; electronic magazines; computer training programs (electronic textbooks, grammar simulators, electronic courses to prepare for the delivery of a certificate of knowledge of a foreign language in accordance with the standards). A special role in online learning is played by web conferences, which allow all participants in the discussion to conduct an active polylogue, which is of great didactic value.

2. Strategies and Principles of Course Design
for Online Language Learning

Digital platforms have revolutionized the way education is delivered and consumed. These platforms provide access to a wealth of resources, including video lectures, interactive courses, and comprehensive databases, facilitating learning beyond traditional classroom boundaries. They support a variety of learning styles and enable students to learn at their own pace, making education more flexible and accessible to a broader audience.

Designing effective online language courses requires careful consideration of various factors, including course objectives, learner needs, and available resources. Let's explore some key principles and strategies for designing engaging and impactful online language courses.

Effective online language course design requires a strategic approach that encompasses a range of principles. Firstly, courses should be structured to facilitate comprehensive language learning, covering all linguistic

competencies: listening, speaking, reading, and writing. The use of multimedia resources and interactive activities is crucial to engage students in a more dynamic way. Additionally, course design should be adaptable, allowing for different learning styles and pacing, and should offer both synchronous (real-time interactive) and asynchronous (self-guided study) elements.

When designing an online language course, it is essential to establish clear course objectives and learning outcomes. These objectives will guide the selection and sequencing of content and activities. For example, if the objective is to develop speaking skills, the course may include activities such as virtual conversations, role-plays, and pronunciation practice.

Selection and Adaptation of Materials: Selecting and adapting materials for online language courses is key to their success. Materials should be engaging, relevant, and aligned with the course objectives. Incorporation of contemporary texts, multimedia content, and real-life language use scenarios can enhance the practical applicability of language skills. Additionally, adapting these materials to the online format – such as through interactive exercises, digital quizzes, and discussion forums – can improve student engagement and facilitate deeper learning.

Online language courses can benefit from a wide range of digital materials and resources. Instructors can select authentic texts, audio recordings, videos, and interactive multimedia resources to engage learners and provide exposure to real-world language use. For instance, a course on English literature may include digital copies of novels, audio recordings of poetry readings, and video clips of theatrical performances.

Assessment and Feedback: Assessment in online language courses should be continuous and multi-faceted, utilizing various methods like quizzes, written assignments, and oral presentations. Online platforms enable the incorporation of automated assessments for immediate feedback, essential in language acquisition. Personalized feedback from instructors is also vital, focusing on students' strengths, weaknesses, and areas for improvement. Effective assessment strategies help in tracking progress and tailoring instruction to meet students' individual learning needs.

Technology Tools and Resources: The integration of technology tools and resources can enhance the learning experience in online language courses. Learning management systems (LMS) provide a centralized platform for course materials, communication, and assessment. Instructors can also leverage language learning apps, online dictionaries, and pronunciation tools to support learners' independent practice and self-assessment.

Interaction and Collaboration: Creating opportunities for interaction and collaboration is crucial in online language courses. Discussion forums, virtual meetups, and group projects can foster a sense of community and provide learners with opportunities to practice their language skills.

For example, learners can engage in online debates, peer editing activities, or collaborative storytelling projects.

Learner Support: In online language courses, providing adequate learner support is essential. Instructors can offer clear instructions, guidelines, and resources to help learners navigate the online learning environment. They can also provide timely feedback and guidance to address learners' questions and concerns. Additionally, online language courses can benefit from peer support through buddy systems or language exchange programs.

Continuous Improvement: Online language courses should be continuously evaluated and improved based on learner feedback and data analysis. Instructors can gather feedback through surveys, online discussions, or individual consultations. They can also analyze learner performance data to identify areas for improvement and make necessary adjustments to the course design and delivery.

By applying these principles and strategies, instructors can design online language courses that engage learners, promote language acquisition, and provide a rich and interactive learning experience. The selection and adaptation of materials, effective assessment and feedback strategies, integration of technology tools, and fostering interaction and collaboration are key elements in designing successful online language courses.

Different teaching strategies that can be employed in online language learning to enhance engagement, promote effective language acquisition, and foster learner autonomy. Online language courses offer a unique opportunity to leverage various teaching methods and interactive activities.

Synchronous and Asynchronous Teaching Methods: Online language courses can utilize both synchronous and asynchronous teaching methods. Synchronous methods involve real-time interaction between instructors and learners, such as live video conferencing sessions or virtual classrooms. Asynchronous methods, on the other hand, allow learners to access course materials and complete activities at their own pace, such as pre-recorded lectures or discussion forums. By combining these methods, instructors can provide flexibility while maintaining opportunities for real-time interaction and feedback.

Interactive Activities and Tasks: Engaging learners in interactive activities is crucial for online language learning. Instructors can design activities that simulate real-world language use and promote meaningful communication. For example, learners can engage in virtual role-plays, debates, or problem-solving tasks. These activities encourage learners to apply their language skills in authentic contexts, fostering both linguistic and communicative competence.

Promoting Learner Autonomy: Online language courses provide an ideal environment for promoting learner autonomy. Instructors can empower

learners to take ownership of their learning by providing self-directed learning opportunities. For instance, learners can set personal language learning goals, create study plans, and explore additional resources independently. Instructors can also encourage learners to reflect on their learning progress and provide self-assessment opportunities.

Authentic Materials and Real-World Contexts: Incorporating authentic materials and real-world contexts is essential in online language learning. Authentic materials, such as news articles, podcasts, or videos, expose learners to natural language use and cultural aspects of the target language. Instructors can design activities that require learners to analyze and interpret these materials, promoting higher-order thinking skills and cultural understanding.

Formative and Summative Assessment: Effective assessment strategies are crucial in online language courses. Instructors can employ both formative and summative assessments to monitor learners' progress and provide feedback. Formative assessments, such as quizzes, online discussions, or self-assessments, allow learners to practice and receive feedback on specific language skills or content areas. Summative assessments, such as exams or projects, evaluate learners' overall language proficiency and achievement of learning outcomes.

Technology-Enhanced Language Practice: Technology tools can enhance language practice in online courses. Instructors can incorporate language learning apps, online language games, or virtual language exchange platforms to provide learners with additional opportunities for independent practice. These tools can offer immediate feedback, track progress, and provide personalized learning experiences.

Creating a supportive learning community is vital in online language courses. Instructors can foster interaction and collaboration among learners through discussion forums, group projects, or peer feedback activities. Learners can engage in online language exchanges, virtual study groups, or social media communities to practice their language skills and connect with fellow learners.

By implementing these teaching strategies, instructors can create dynamic and engaging online language learning experiences. The use of synchronous and asynchronous methods, interactive activities, learner autonomy promotion, authentic materials, effective assessment strategies, technology-enhanced language practice, and a supportive learning community all contribute to the success of online language courses.

3. Digital Platforms and Interactive Tools
for Enhanced Language Engagement

There is a wide range of technology tools and resources available for online language teaching. These tools can enhance the learning experience, facilitate communication and collaboration, and provide learners with access to a wealth of digital resources. Some specific examples:

Learning Management Systems (LMS): Learning management systems, such as Moodle, Canvas, or Blackboard, serve as centralized platforms for online language courses. Instructors can organize course materials, create interactive modules, and facilitate communication and assessment. LMS platforms offer features like discussion forums, assignment submission, grade tracking, and content sharing, providing a seamless learning experience for both instructors and learners.

Digital Resources and Online Libraries: Online language teaching benefits from a wealth of digital resources and online libraries. Instructors can access ebooks, digital textbooks, audio recordings, and video materials to supplement course content. For example, platforms like Open Educational Resources (OER) provide free and open access to a wide range of educational materials that can be incorporated into online language courses.

Communication and Collaboration Tools: Effective communication and collaboration are essential in online language teaching. Tools like video conferencing platforms (e.g., Zoom, Microsoft Teams) enable real-time interaction between instructors and learners, facilitating virtual class discussions, oral presentations, and language practice. Collaboration tools like Google Docs or Microsoft Office 365 allow learners to collaborate on group projects, providing a shared workspace for document creation and editing.

Language Learning Apps and Online Dictionaries: Language learning apps, such as Duolingo, Babbel, or Memrise, offer interactive and gamified language practice. These apps provide learners with vocabulary exercises, grammar drills, and pronunciation practice, making language learning engaging and accessible. Online dictionaries, such as WordReference or Linguee, offer instant translations, example sentences, and pronunciation guides, supporting learners in their independent language exploration.

Pronunciation and Speech Recognition Tools: Technology tools can assist in developing learners' pronunciation skills. Speech recognition tools, like Pronunciator or ELSA Speak, provide learners with instant feedback on their pronunciation accuracy and intonation. These tools analyze learners' speech patterns and offer targeted practice exercises to improve pronunciation and oral fluency.

Virtual Language Exchange Platforms: Virtual language exchange platforms, such as Tandem or HelloTalk, connect language learners from around the world. Learners can engage in language exchange partnerships,

practicing their target language with native speakers while offering their own language expertise in return. These platforms provide opportunities for authentic language practice and cultural exchange.

Online Assessment and Feedback Tools: Technology tools can streamline the assessment and feedback process in online language courses. Online quiz platforms, like Kahoot or Quizlet, allow instructors to create interactive quizzes and provide immediate feedback to learners. Feedback tools, such as Turnitin or FeedbackFruits, facilitate the submission and evaluation of written assignments, providing instructors with efficient ways to provide feedback and track learners' progress.

By leveraging these technology tools and resources, instructors can create dynamic and interactive online language learning experiences. Learning management systems provide a centralized platform for course organization, while digital resources and online libraries offer a wealth of materials to supplement course content. Communication and collaboration tools facilitate real-time interaction and group work, and language learning apps, online dictionaries, and pronunciation tools support learners' independent practice. Virtual language exchange platforms foster authentic language practice and cultural exchange, and online assessment and feedback tools streamline the evaluation process.

Online learning presents unique challenges, and it is crucial to address learner needs, foster a sense of community, and offer guidance throughout the language learning journey.

Online language courses can benefit from dedicated learner support services. Instructors can provide clear guidelines and instructions on how to navigate the online learning platform, access course materials, and submit assignments. Additionally, technical support staff can be available to assist learners with any technical issues they may encounter. Providing readily accessible support services ensures that learners feel supported and can focus on their language learning goals.

Instructors should be proactive in addressing learner needs and challenges in online language courses. Regular communication with learners through announcements, emails, or discussion forums allows instructors to identify and address any difficulties learners may be facing. For example, if learners are struggling with a particular language concept, instructors can provide additional explanations, examples, or supplementary resources to support their understanding.

Creating a sense of community is essential in online language courses. Instructors can foster interaction and collaboration among learners through various means. Discussion forums can serve as virtual spaces for learners to engage in meaningful conversations, share ideas, and ask questions. Group projects or peer feedback activities encourage learners to work together and

provide support to one another. By fostering a sense of community, learners feel connected and motivated to actively participate in their language learning journey.

Feedback plays a crucial role in online language courses. Instructors should provide timely and constructive feedback to learners on their assignments, assessments, and language practice. Feedback can be provided through written comments, audio recordings, or video feedback. Specific and actionable feedback helps learners understand their strengths and areas for improvement, guiding them towards achieving their language learning goals.

Instructors can offer individualized support to learners in online language courses. This can be done through virtual office hours, one-on-one video conferences, or email consultations. Individualized support allows instructors to address learners' specific questions, concerns, and learning needs. For example, instructors can provide personalized language learning strategies, recommend additional resources, or offer guidance on specific language skills.

Promoting self-reflection and goal setting is important in online language courses. Instructors can encourage learners to reflect on their language learning progress, identify areas for improvement, and set realistic goals. This can be done through regular self-assessment activities, learning journals, or goal-setting exercises. By fostering self-reflection and goal setting, learners become active participants in their language learning journey and take ownership of their progress.

Peer support is valuable in online language courses. Instructors can facilitate peer interaction and support through various activities. For example, learners can engage in peer editing of written assignments, provide feedback on each other's language practice recordings, or participate in virtual language exchange partnerships. Peer support not only enhances language learning but also creates a collaborative and supportive learning environment.

By implementing these strategies, instructors can provide effective support to learners in online language courses. Online learner support services, addressing learner needs and challenges, building a sense of community, providing timely feedback, offering individualized support, encouraging self-reflection and goal setting, and facilitating peer support all contribute to creating a supportive and engaging learning environment.

Evaluating online language courses is critical for ensuring the effectiveness of the learning experience. This involves assessing both the course content and the pedagogical approaches used. Regular feedback from students through surveys, discussions, and course analytics can provide valuable insights into the course's strengths and areas for improvement. Assessments should be varied and inclusive, encompassing quizzes, assignments, and practical language use tests to gauge students' proficiency and progress effectively.

Continuous improvement is key in online language teaching. Based on the evaluation data, course materials and teaching methods should be regularly updated to meet evolving educational standards and student needs. Implementing quality assurance processes, such as peer review of course content and teaching methods, can help maintain high standards. Regular training and professional development for instructors are also essential to keep them updated with the latest teaching techniques and technological tools.

Professional development for online language instructors is vital for the success of online courses. Instructors should be provided with opportunities to enhance their skills in digital pedagogy, course design, and the use of new educational technologies. Workshops, webinars, and collaboration with other educators can facilitate the sharing of best practices and innovative teaching strategies. This continuous learning approach ensures that instructors can effectively engage and support their students in an online environment.

The potential benefits of current online course content over print learning resources are:

− the presence of authentic information with the possibility of constant updating of the materials and resources used;

− presentation of information in a multimedia format, which is important for the development of socio-cultural competence and speech skills of speaking and listening;

− using creative assignments, including web projects, web quests, search assignments, digital storytelling.

On the digital platform, "classroom" classes are held, including such methods of work as a survey, a monologue statement, and a conversation. During the lesson, students have the opportunity to ask the teacher questions directly. The results of the work are also discussed in a webinar with the teacher and other students. During online learning, a student, as a rule, participates in webinars, watches lectures in video or live broadcast, takes interactive tests, exchanges files with the teacher, communicates in chats, goes through quests and performs other types of tasks. Online courses have a convenient format and differ from ordinary video lectures in length: they are a set of several modules consisting of topics. It all starts with a video (of varying duration, but on average 5–7 minutes), then materials for independent work. Online learning, of course, allows students to immerse in the educational environment. The main difference between online learning is the acquisition of new knowledge and skills outside the classroom and without direct contact with teachers.

The development of an online course and the organization of the educational process on its basis is one of the most serious challenges for a modern teacher of higher education. Drawing up an online course requires a

creative approach from the teacher, constant professional growth and competence in the future professional activity of graduates.

To successfully solve problems related to the implementation of online learning, the teacher must: orient students towards independent learning activities; select content taking into account the profession acquired by students; advise students and analyze learning outcomes; adjust methodo-logical techniques, taking into account the student's needs; organize and stimulate effective cognitive activity of students; know and apply modern teaching technologies, adapting them as much as possible to your experience and the specifics of the subject; reinforce the connection between theory and practice in the interests of developing an active professional position and constructive thinking of future specialists; provide feedback to students in the course of training with the use of various types of monitoring of progress.

Compared to the traditional format of the educational process, online classes significantly enrich the teacher's functions. Its role in the modeling of the professional context and the development of special teaching methods is increasing. In addition to proper teaching, the teacher is engaged in the selection of educational material, creates course content for a specific audience, focusing on the individual expectations of students.

Modern technologies of online learning create new opportunities for improving the level of learning and teaching a foreign language. They contribute to the development of students' skills in all types of speech activity, as well as the formation of the socio-cultural competence of students. Studying online, students master text, audio and video materials and receive feedback from the teacher. At the same time, the university's online English language course should orient students towards continuing their education, mastering a profession, effectively carrying out professional activities, and achieving other personally significant goals.

Among the advantages of online learning, it is appropriate to highlight the adaptation of training programs to the needs of specific groups of students. That is, the selection of material for study should be made in accordance with the criteria arising from the professional content of the areas and specialties for which this program is drawn up.

Therefore, the development of online education is most closely related to the formation and expansion of the Internet accessibility. From its very inception, it did not copy traditional forms and methods of teaching, but focused on new pedagogical technologies, stimulating an increase in the educational and cognitive activity of students.

The comprehensive exploration of online language teaching has led to several critical findings. The adaptability and accessibility of digital platforms have significantly enhanced the learning experience, offering flexibility and a range of resources to cater to diverse learning styles.

The integration of interactive technologies like AI and virtual environments has also played a pivotal role in maintaining learner engagement and providing personalized learning experiences.

Recommendations for enhancing online language teaching include:

1. Continuously updating course content and teaching methodologies to incorporate the latest digital tools and educational trends.

2. Encouraging collaborative learning through online forums, group projects, and peer-to-peer interactions.

3. Providing regular professional development opportunities for instructors to stay abreast of technological advancements and pedagogical strategies.

Looking forward, research in online language teaching should focus on long-term learner outcomes, exploring the efficacy of various technological tools and methodologies over extended periods. Investigating the psychological and social aspects of online learning, such as learner motivation, community building, and the impact of cultural diversity, will also be critical. In practice, there is a growing need for:

1. Developing adaptive learning systems that can cater to individual learner needs more effectively.

2. Exploring the integration of emerging technologies like augmented reality and artificial intelligence in language education.

3. Establishing global learning communities to promote cultural exchange and language practice in authentic contexts.

CONCLUSION

A modern professionally oriented approach to the study of a foreign language involves the formation of students' ability to communicate in a foreign language in specific professional, business and scientific fields. Global integration processes affecting all spheres of human activity introduce new responsible tasks for the theory and teaching methods. We need to recognize that distance education or online learning is becoming a reality in higher education. Probably, universities will not completely switch to online education, but will use blended learning, when information technology tools "complement" traditional education. However, for some disciplines, the transition to the predominant use of online distance learning (long distance learning) is quite possible. However, it will require retraining of the teaching staff, adjustments to training programs, equipping universities with modern means for distance learning, connecting IT specialists to create e-courses, journals, statements and student identification.

The use of modern tools in an online course creates the basis for intensifying the learning process through interactivity, immediate feedback from students, visualization of large amounts of information, easy access to it, as well as control and self-control of students' academic work. Provided

the teacher makes a reasonable choice of information and communication technologies for online learning, the educational process can become innovative, allowing total implementation of individual approach to learning, as well as increase of students' motivation and solid assimilation of educational and program material.

Distance learning is a modern reality, but it should be noted that it can only be a part or addition to the traditional form of education of a modern student, but in no way replace it completely. Online learning does not oppose the traditional format of the educational process, but pushes its boundaries. Education has a new dimension – the virtual one. This dimension has its advantages in terms of volume, pace and variety of forms of information transfer. But it cannot take on the functions that the education system performs as a social institution. Despite the popularity and general approval of this type of education, all students agree that online learning cannot replace "live" communication between a teacher and a student, create an atmosphere of an academic environment, replace the team and friendly communication between students; its task is only to supplement and expand the possibilities of classical university education.

Online education exists keeping pace with the spirit of the modern era. There is no doubt that it will continue to transform along with the development of mature society and digital economy. It is necessary to solve the problem of its harmonization with traditional forms and methods of teaching, to create pedagogical technologies adequate to the possibilities and goals of online learning. In this context, our study of creating online courses should be considered as one of the first steps in mastering a new dimension of higher education in terms of learning and teaching foreign languages. In conclusion it should be noted that the use of distance education and online courses gives educators a great opportunity to improve learning management, increase the effectiveness and objectivity of educational process, save teacher's time, increase student motivation to get knowledge, interest them in learning foreign languages, inculcate persistent desire for self-control and self-improvement, which will positively affect learning outcomes.

Looking ahead, the future of education appears to be increasingly intertwined with technological advancements. There is a need for policies that support sustainable integration of technology in education, fostering an environment that is inclusive and adaptive to the needs of all learners. As technology continues to evolve, so too will the strategies for its application in education, highlighting the importance of continuous innovation and evaluation to meet the changing demands of learners and educators alike.

SUMMARY

The problem of considering the technology of the educational process in higher education is caused by the need to involve students in active cognitive process, application of acquired knowledge in practice, cooperation in solving various problems, formulating and arguing one's own opinion. The need for updating education has led to the emergence and spread of a large number of approaches to the organization of educational process, methods and technologies of teaching and upbringing. In particular, interactive learning technologies have gained significant popularity so far, which a modern philologist should be ready for. An urgent problem of education is the creation of new educational technologies that contribute to the general development of the individual, the formation of student's worldview culture, individual experience and creativity.

In the conditions of the information society, along with traditional forms of education, modern methods are increasingly being used, which are based on technologies such as distance learning with the use of webinars, focused on the individual needs of the student and the level of his knowledge, which makes it possible to make the educational process more flexible, universal and person-centered. With the development of information technologies, local networks, new learning opportunities have appeared that allow maintaining the educational process at the proper level. Technology plays a crucial role in foreign language teaching, offering platforms and tools that facilitate remote learning, digital assessments, and virtual interactions among teachers and students that ensure continuity of the educational process.

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