

INTENSIVE METHODS OF LONG DISTANCE TRAINING AS ONE OF WAYS OF FOREIGN LANGUAGE LEARNING

Stamgalieva N.K.

English is rapidly becoming the world's lingua franca, a truly international language. Language program leadership and curriculum is a central aspect of the teaching of English as a vibrant and rapidly growing area of education worldwide. Management and curriculum in English language teaching operates within a rapidly changing, global environment with multiple and diverse expectations and clientele that require innovative approaches as well as strong and diverse leadership skills.

Learning a foreign language can be interesting, stimulating and fun. It can also be difficult, frustrating and boring. In order to maximize your chances of long-term success, it is important to consider which approach to language learning will provide you with the most benefits.

Consider each of the three main ways of learning a language: self-study at home using books, CDs, DVDs and other learning materials; attending classes with a teacher and other students; and online courses using interactive learning materials.

Each of these methods has its own advantages and disadvantages. If you are unable to attend regular daytime or evening classes because of work or family commitments, self-study may suit you. However, this approach to language learning requires a high level of self-motivation and self-discipline. If you decide to learn in this way, it is a good idea to set yourself a weekly goal, so that your learning will move forward.

Recently information technologies have been penetrating gradually into foreign language learning. Learners use various intensive kinds of software products, the Internet, long-distance training techniques for studying a huge spectrum of theoretical and practical disciplines - from Language Practice to Lexicology, Stylistics, Theoretical Grammar and Theoretical Linguistics.

There can be no doubt that modern technology has led to great improvements. Search for information in databases and the emerging possibilities to apply hypertext approaches are no doubt promising elements in the presentation of subject matter, i.e. the one-way traffic. Telefax and electronic mail can obviously eliminate the harmful procrastination characteristic of student-tutor interaction in writing. This implies an improvement of distance education that is of an evolutionary rather than revolutionary character. There is no change in the basic conditions: students still mainly study individually at a distance from, i.e., not on the same premises as, their tutors, the communication are still brought about none contiguously by media, now, however, at least in part of new kinds. Distance education has simply availed itself of the technical developments of modern society. (1)

The objective of the article: to consider opportunities of use of long-distance training techniques for foreign language learning.

Tasks of the article: to define tendencies of use of long-distance training techniques, perspectives and ways of modern information technologies using for foreign language learning.

One of modern directions of development and improvement of educational system is the use of innovative pedagogical technologies on the basis of computer telecommunications. This process is realized within the system of long-distance training at all the levels (2).

Under conditions of the world integration and new technologies implied the expert possessing appropriate information in his field, i.e. the high level information cultured expert; is acquired. The information culture, in its turn, assumes not only possession of computer and other communication technologies, but also knowledge of foreign language as required information is accessible in a foreign language frequently. It is obvious that a modern educated person know a foreign language sufficiently. Thus a foreign language defines a way how to achieve success in various fields.

The basic purpose of foreign language teaching is formation of communicative skills.

By the beginning of XXI century there has been a qualitative leap in a foreign language learning methods in light of the communicative approach connected with an opportunity of modeling of the real language communicative environment by means of computer programs and multimedia systems (3).

Computer technologies, the world net Internet in particular, allows to provide learners with the natural language environment. Using the network the foreign language learners can communicate with instructors and native speakers, familiarize themselves with authentic texts in a foreign language and various electronic manuals online, in writing or orally, and also by e-mail. Multimedia technologies allow to use various attachments, such as electronic textbooks, dictionaries, tests and etc. Many multimedia programs include specialized courses, language games and videos. Such programs are easy to use and motivate foreign language learning raising interest to the process of training.

Now we pass to long-distance training, when having a computer and the Internet at our disposal and the given method chosen, we can quickly execute any inquiry to the system, and also in the shortest time receive the answer, the new task or detailed analysis of the mistakes.

Long-distance training method application, including multimedia technologies, allows carry out the control of the learners' activity and also to improve foreign language skills by means of specially organized helps test and exercise system.

Long-distance training is a new form of education which is based on personal computer and electronic textbook and means of telecommunication use, the Internet install qualitatively new teaching technology (4).

Also this method of foreign language learning relate to computer aided language teaching. The main prerequisite is the System due to which the learners

are taught. That is foreign language long-distance training as an independent system should be focused on the systems approach.

Home long-distance training is also rather an effective method therefore not everyone can force himself to study a foreign language systematically and independently. In the very case, despite he is virtual, there is an instructor, the rigid control occurs. The instructor makes learning active, has an opportunity to organize qualitative process of learning. Classes can be both real time and inactive mode ones.

In the program of foreign language long-distance training there are some functions which provide its interactivity:

- chat-classes with the instructor and other learners;
- a forum for possible various vital topics discussion;
- E-mail correspondence the instructor and other learners;
- check of written tasks by the instructor online;
- assessment list installed in the program of long-distance training allows the learners to correct their individual speed of studies.

All these functions create sense of real class learning where a certain information portion is not simply transmitted but help to understand, structure, and remember the new material involving the leant one. Thus a skilful instructor organizes directs and supervises a learning process, stimulating interest to cognitive activity.

A close information interaction allows to learn a foreign language effectively as grammar improves and lexis enlarges every next class in such a case. This intensive method allows to use widely vivid examples like pictures, associates and video-rollers, that in its turn also influences on quality of perception and foreign word memorizing.

Foreign language long-distance training technologies use requires special attention to the form of information presentation and methods of knowledge control. It is necessary to think how to compensate the insufficient personal factor when the instructor and the learner cooperate on distance. New means acquire not only changes of the content, but also methodology and teaching methods. And, certainly, for an effective long-distance training use, good material and technical support is required.

Distance education is a separate mode of education in its own right. Its typical characteristics were from the beginning and are still mediated student interaction and mediated subject-matter presentation, media being necessary as students either do not meet tutors face to face at all or do so only to a limited extent. This has constantly favored individual learning. Students chose and choose distance education either because they genuinely prefer this mode or because they cannot - for reasons of job, family, geographical distance, finance etc. make use of conventional education. While at the beginning of this century the only media applied were printed, written communication and, occasionally, phonograph recordings, today's distance education has a wealth of sophisticated media at its disposal. A new dimension was added when tele and computer conferencing were

introduced as they open possibilities for non- contiguous group interaction. What is above all typical of distance education, however, is its almost unique one-to-one relationship between one student and one tutor.

Distance education at the end of the twentieth century is a product of an evolutionary development rooted in early attempts to teach and learn by correspondence. Students' work on their own at a distance from tutors demands a degree of independence, which can be, and often also has been, consciously promoted by the organizations that support students, i.e. correspondence schools, distance-teaching universities and similar bodies.

So, it is possible to draw a conclusion: educational prospects, first of all, are connected with the development of long-distance training forms. In future the creation of computer - based teaching programs that allow to train both a subject and a language simultaneously can be rather perspective. Modern techniques use in long-distance training allows making the language learning process more interesting, rich and promotes more effective material mastering considering your needs and opportunities.

Literature:

1. Baynton M. Dimensions of "control" in distance education, a factor analysis. *The American Journal of Distance Education*, № 6, 1992, pp.17-31.
2. Кухаренко В.Н., Сиротенко Н.Г. Дистанционное обучение // Педагогические техники 21 века: Материалы международной практической конференции «Информатизация образования в Украине: статус, проблемы, перспективы». - Херсон: Изд-во Херсон. Нац. университета, 2001. - С 25-29.
3. Барышникова Е.Н., Ельникова С.Л. Программа и методическое обеспечение компьютерного обучения в России. - СПб.: Изд-во Санкт-Петербургский университета, 2003. - С 196.
4. Евреинов Е.В., Каймин М.А. Компьютерные науки и дистанционное обучение. - М.: НАС, 1998. - С 210.
5. Cheung, L. S. A Constructivist Approach to Designing Computer Supported Concept Mapping Environment. *International Journal of Instructional Media*, № 33, - pp 150-155.
6. Coutinho C. Infusing Technology in Pre Service Teacher Education Programs in Portugal: An Experience with Web logs. *Proceedings of the 18th International Conference of the society for Information Technology & Teacher Education*, SITE 1007, 2027-2034. Chesapeake, VA: AACE.