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DEVELOPMENT OF DISTANCE LEARNING WITH THE USE OF DIGITAL TECHNOLOGIES IN TEACHING FOREIGN LANGUAGE IN A HIGH SCHOOL

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Education is the path to the future. At the end of the XX century nearly three decades ago, being teacher students, we read and discussed a lot about the role of a language teacher in the coming century. One of the discussions was about the fact that in future computers and Internet would replace teachers in the classroom. At that time, having a very vague idea about computers and being entirely unaware of the term Internet, we were confident enough that it would not happen. However, we were slightly mistaken. The XXI century – the era of digitalization and modern technologies has brought significant changes to all spheres including education. Information technology has widened access to education. The way people learn and get an access to education, particularly learning languages has changed due to rapid development of information technology. One of such considerable changes is online learning. Online learning has become so popular that it is commonly used in English language teaching as well as in other areas of education. Therefore, to keep up with the current changes in the field of education language teachers are also looking for some ways to increase the quality of their teaching via new and modern information technologies. In many developed countries of the world online learning is regarded to have more advantages over traditional (face-to-face) classes for its availability, flexibility and convenience, so it has contributed to the decrease in face-to face classes. Moreover, online language learning is supposed to increase students' language learning effectiveness. However, some educators, language teachers and researchers are likely to be doubtful about the effectiveness of it. In general, the fact that how effectively language is learnt online mainly depends on different factors and challenges including students' interests and needs. In order to determine the effectiveness and challenges of online language learning, a survey study was conducted with students. One of the most important tasks facing modern society is the creation of a promising education system capable of preparing the population for life in the new conditions of civilization. Today distance learning [1, p. 98] has become a real element of education development. As a new technology, it obeys the basic laws of pedagogy, although it transforms them in accordance with the new learning conditions and requires rethinking. The use of new digital technologies, provided that they are provided with the appropriate equipment, opens up new prospects in the field of teaching foreign languages. In the era of rapid development of digital technology, the student does not need to meet with teachers in the classroom. He has the opportunity to independently work on the internet, contact the teacher for individual consultations by e-mail, listen to a course of lectures on a multimedia disc, etc.

In the modern education system, distance learning with the use of digital technology is of great importance [2, p. 157], revealing the creative potential, individuality, and personal talent. Such technologies include gaming programs, business games, group seminars (tutorials), psychological testing. Digital technologies have opened up real prospects for the education system, namely: the widespread introduction of digital technology tools for the visual presentation of educational information using video images, sound and remote access to information resources; ensuring freedom of choice of methods and teaching aids to reveal and identify the creative and individual abilities of the student; creation of a scientifically and methodically grounded system of basic education based on new digital technologies. The informatization of education objectively entails a reorganization of

educational and methodological work, an increase in requirements for the teacher and a change in his role, an increase in the role of the student's personality and his individual characteristics, a change in the role of an educational institution, a sharp increase in the volume of information resources used [3, p. 74-79].

The principle of continuous language education in the field of foreign languages meets the modern needs of the individual and society. The fact that in a high school a foreign language is studied in the amount of 240 hours is a sign of an objectively existing social interest in the study of foreign languages and a confirmation of the importance of this subject for the implementation of promising tasks of personality development, such as, for example, an increase in the level of education, increased requirements for general culture, formation of readiness for interethnic and intercultural cooperation.

Distance learning a foreign language in a high school gives a great practical effect in terms of improving the quality of proficiency in a foreign language, creates a basis for continuing its study in the system of additional education, and also opens up opportunities for teaching a second, third foreign language, the need for proficiency in which is becoming more obvious [6, p. 384].

Universities have created and tested specialized educational materials (basic interactive teaching aids, educational videos, audio programs, educational computer programs). On their basis, special distance learning techniques have been developed. An important result of the experiment was the creation of regulatory support. This made it possible for all educational institutions to work based on distance learning technologies. However, like any method, distance education has its pros and cons [4, p. 164]. **Among the main advantages of distance learning it is customary to single out**:

- Learning at an individual pace.
- Freedom and flexibility.
- Availability.
- Mobility.
- Manufacturability.
- Social equality.
- Creativity.

However, there are also obvious disadvantages:

- Lack of face-to-face communication between students and the teacher.
- The need for a variety of individually psychological conditions.
- The need for constant access to information sources.
- As a rule, students feel a lack of practical training.
- There is no constant control over students, which is a powerful incentive for a Kazakh student.
- Training programs and courses may not be well developed due to the fact that there are not so many qualified specialists capable of creating such training aids.
- In distance education, the basis of education is written only.

Digital technologies within distance education can be divided into three categories [5, p. 103]:

Asynchronous (or deferred) *technologies*, such as regular postal mail, e-mail and computer conferences; *synchronous* (real-time) *technologies*: telephony, audio conferencing, video conferencing; *combined technologies*, such as fixed multimedia conferences.

Asynchronous technologies have traditionally been used to teach written communication skills because they do not require interaction participants to be online at the same time. The flow of assignments and the results of their implementation between the teacher and the student is organized, as a rule, through e-mail or specialized web conferences, where the teacher can leave the assignment and notify a group of students about the need to pick it up and complete it at the appointed time.

Synchronous technologies (in real time) assume that participants interact at the same time, usually pre-planned. These technologies include telephony, audio conferencing, video conferencing,

etc. This type of communication technology is ideal for the formation of communication skills in such types of speech activities as speaking, listening, reading. Classes can be both individual and group.

Combined technologies are perhaps the most complex, since they combine asynchronous and synchronous communication with the use of computer software, realizing the possibility of free exchange of various types of information and direct communication of geographically dispersed groups of people.

These technologies make it possible to fully reveal the educational and informative value of teaching a foreign language, which manifests itself in introducing students of technical universities to the world culture through communication in a new language for them [8, p. 416].

It should be noted that one of the most serious obstacles to the development of distance education technologies are the requirements for students, such as: skills in working with the operating system; the ability to type text and create drawings; the ability to manipulate files and archives; ability to use e-mail; ability to use Internet browsers; high technical equipment [7, p. 464].

Organization of distance learning of a foreign language is a complex process. This process primarily involves the selection of a distance learning model. Regardless of the chosen model, communication remains unchanged for teaching a foreign language. I believe that an important place is occupied by the choice of distance learning methods in the university, which differ in the degree of intensity of interaction between teachers and students.

Considering all the advantages and disadvantages of distance learning in comparison with traditional, it should be concluded that distance learning is a step forward, however, the ideal model of distance learning of a foreign language in a high school has not yet been developed, only separate distance technologies are used.

The use of new technologies opens up new perspectives in the field of teaching foreign languages, increases the efficiency of the educational process, allows taking into account the individual characteristics of students, and also helps students acquire skills for independent work. The main questions when a teacher chooses digital technologies are what to use, how to use and, most importantly, why use this or that resource. It is necessary, first, to determine the main goals and objectives of the lesson itself, and, consequently, the use of computer innovations within the framework of this lesson. Then, we must already ask ourselves what resource needs to be used to most effectively achieve these goals and objectives, and, finally, how our chosen training tool functions. A detailed understanding of the above issues can significantly increase the involvement of students in the educational process and the development of their skills and abilities necessary for the successful implementation of future professional activities.

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