4. Why did the wolf run to Granny's house?

5. Where was a woodcutter?

These questions are devoted to the students. They should answer to the question, after reading the story "Little Red Riding Hood".

Writing is also simple: students can submit their teacher mini-essays or any kind of homework assignment via email or online learning platforms. Teachers may also use Google Docs or Google Slides to work in real-time, that allows them to find and check mistakes.

There are plenty of multimedia tools available to support teachers in teaching your writing skills. Cambridge English's Write and Improve is a free application that provides immediate reviews on the work. In addition, Grammarly, a browser plugin that functions as an automatic spell checker, is also available. Try the Hemingway App if you want a more advanced interactive writing tool that not only shows mistakes but also lets you enhance the readability and elegance of your text.

Conclusion

As a result of the worldwide pandemic that infected all aspects of human life, the need for web-based services has risen for the past 13 months. Education has also begun to embrace new forms of teaching and learning that rely more heavily on data obtained from the internet. The aim of this article was to demonstrate the value of using online resources to teach English language skills: reading, listening, speaking and writing. WebEx and Zoom were suggested to practice speaking online, while podcasts from Ted Talks are recommended to enhance the listening comprehension of the students. Moreover, the short story from British council source is recommended to develop learners' reading skills.Finally, Grammarly and Hemingway App are underlined as an efficient source to improve writing skills.

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FEATURES OF LEARNING ENGLISH IN REMOTE MODE

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In the new context of the global pandemic, when the whole world was engulfed in such a harsh word, Covid-19, we were put on new directions. We faced new words, new attitude to life, to values. We used to hear about distance learning, that we use it for those who went to study in other countries according to academic mobility for one or two semesters, but we didn't think it would affect each of us. In a short time, we switched to a new type of training. Last year we, the third-year students of the Education Program "Foreign language: two foreign languages", had teaching practice at schools in Nur-Sultan city and had to take the baton for teaching English the students of many schools in a new way.

Distance learning (DL) as a social phenomenon has arisen, exists and is actively developing in the modern world. The development of distance learning is recognized as one of the most important directions of the main educational programs of UNESCO: "Education for All", "Education throughout life", "Education without borders". Assistance in the development of distance learning is defined as a priority task in Article 126 of the Maastricht Treaty of the fundamental treaty of the European Union [2, p. 16].

Distance learning, based on new technologies, uses all the experience gained in the field of distance education. New information and communication technologies are used in distance learning. These technologies, combined with theory and practice, become a new quality, becoming a "knowledge environment" [3, p. 127].

By definition I.V. Robert, distance learning is understood as a pedagogical activity in which interaction is organized between the teacher and the student, or student, and between them, and an interactive source of information resource (for example, a website or web page) that reflects all the integral components of the educational process (goals, content, methods, organizational forms, educational institutions). Training is carried out in the context of realizing the capabilities of information and communication technologies (immediate feedback between the user and the educational tool, computer visualization of educational information, archiving large volumes of information transfer and processing, automation of calculations, information retrieval, processing the results of an educational experiment, automation of information processes – effective preparation by methods, organizational management, training and control).

According to A.A. Andreeva distance learning is a form of the educational process in which the interaction of the teacher with the students is carried out at a distance through various types of mediated communications. Indirect communication is a two-way exchange of information in the form of texts, audio or video recordings, tables, images, etc. [1, p.75].

Distance learning includes all components of the educational process: the goals of education and training, curricula and programs, methodology. Classes are held remotely.

The means of introducing distance learning are information technologies or methods of transferring various types of information – television, postal and other communication networks. The methods used depend on the technical environment used for the exchange of information.

Ibyshev E.S. defines distance learning as the interaction of students and teachers with each other at a distance (remotely), while such distance learning reflects almost all components (methods, goals, organizational forms, content and often means of teaching) inherent in the learning process and are carried out by specific means telecommunication technologies, ensuring the interactivity of the educational process [4, p. 82].

Distance learning is basically an independent form of education, the main means of which are information technology [5, p. 33]

The term distance learning, as a rule, is associated with some educational infrastructure (studio educational television, specialized nodes of a computer network, methodological centers that develop and distribute relevant materials) and refers to an educational institution that provides the relevant services, and not to the students themselves [6, p. 14].

Distance learning in terms of learning refers to the method of delivery of educational material (interaction) within distance learning. Distance learning from the point of view of teaching refers to the independent work of a student in any form of education (including various systems of self-study).

Distance learning is the acquisition of knowledge and skills through information and training, which includes all technologies and other forms of distance learning [7, p. 40].

Thus, a number of authors (I.V. Robert, O.V. Vitchenko, E.V. Nikulicheva, etc.) define the concept of "distance learning" as a specially organized purposeful process of interaction between a teacher and students, aimed at mastering knowledge, skills and skills, the formation of a worldview, the

development of mental abilities and potential opportunities for students, the development and consolidation of self-education skills in accordance with the goals of learning. Other authors define distance learning as an orderly interaction of a teacher with students, aimed at achieving a goal, or as a specific cognitive process controlled by a teacher. In the content of these concepts, the key concepts are process and interaction, and in this context distance learning is seen as a two-way activity.

Many modern scientists (A.A.Andreev, E.S. Ibyshev, etc.) understand distance learning as learning when the teacher is separated from the student by a distance or understand it as an educational technology in which every person living in any place gets the opportunity study any subject, course or study program.

Revealing the essence of the concept of "distance learning", it is necessary to list the distinctive characteristics of this type of education. In this work, we adhere to the position of A.A. Andreeva, who highlights the following features of distance learning:
- students can receive printed materials (using case technologies);
- during training, meetings between the teacher and students are possible;
- participants in the educational process can live in the same city or area, but training can take place in an asynchronous mode (discrepancy in time);
- interactive interaction takes place not only between the teacher and the students, but also between the students themselves and the teaching aids that take place in a specific didactic system [8, p.216].

Based on the analysis of the literature on the research problem, it is worth noting that distance learning can influence the solution of a complex of socio-economic problems of different regions through distance virtual education, in particular:
- eliminate the backwardness of peripheral regions from the capital's centers in terms of free access to education, information and achievements in the field of culture;
- provide opportunities for individual education for people with special needs (gifted people, on the one hand, and people with special developmental needs, on the other);
- create a system of continuous postgraduate education, advanced training and retraining of personnel without interrupting work and residence;
- expand educational opportunities for students in rural and small schools, in particular those students who are aimed at obtaining higher education, compensating for the absence or insufficient qualifications of teachers in some subjects;
- create additional channels of informational support for teachers, carry out their retraining and advanced training, methodological assistance in the implementation of new teaching methods, programs and textbooks [9, p. 76]

At the same time, there are a number of circumstances that complicate the widespread introduction of distance learning in educational practice in Kazakhstan:
- the high cost of developing and maintaining software for educational and methodological kits for distance learning;
- lack of technical and human resources to support distance education systems in most educational institutions;
- lack of methodological developments in the field of information content of distance learning courses;
- lack of potential users of distance learning services for personal computers and Internet access [10, p. 59].

Thus, the study of the concept of "distance learning" in the literature made it possible to determine the following as a working definition for the final qualifying work: distance learning is presented as the interaction of teachers and students with each other at a distance (remotely), while this reflects almost all integral components educational process (methods, goals, organizational forms,

content and teaching tools) and is implemented using specific means of telecommunication technologies, ensuring the interactivity of the educational process.

The study of regulatory documents also revealed a number of positive and negative circumstances that affect the development and implementation of distance learning in a modern educational organization. Despite these difficulties, many educational organizations are moving from a theoretical search for the development of distance learning to a real plane of implementation, and this happens with the help of various forms and technologies of distance learning.

In conclusion, Distance learning English opens up new opportunities in learning and self-study, significantly expanding both the information space and the informational field of education. Distance learning English, using the most modern forms of information exchange, system and intersystem interaction, provides new mechanisms for the implementation of intersubject, inter-scientific and socio-cultural ties.

The activity and development of a social information system determine its internal information relations and external relations with its environment, relations in the information sphere in which it is formed. Like any social information sphere, the English language learning environment needs optimization, appropriate organization, management and regulation.

Proficiency in communication in English today is becoming one of the conditions necessary for the professional competence of a specialist, since knowledge of the English language can significantly affect his educational and self-educational opportunities, career choices and career prospects.

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