

PECULARITIES OF TEACHING FOREIGN LANGUAGES TO STUDENTS OF TECHNICAL SPECIALTIES IN DISTANCE EDUCATION

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Quality education, including higher education, is the key to the prosperity of every country – its economic, social, and cultural growth. Thus, the preparation of a qualified technical specialist is one of the pressing issues of modern education.

Under globalization, integration, and increasingly expanding contacts between different countries, proper knowledge of a foreign language has become one of the integral components of a modern specialist. Sufficient command of foreign languages allows not only learning about the culture and traditions of other nations but also having the opportunity to participate in international projects, scientific internships, and successfully realizing yourself in the professional sphere.

Due to the rapid development of information technology, the tools used in the learning process, including foreign language teaching, have significantly expanded in both traditional and distance learning. The widespread use of Internet technologies in education has led to the emergence of such terms as *e-learning* and *e-learning 2.0*, which implies the use of educational technologies based on the use of interactive multimodal platforms – *web 2.0 platforms*. Web 2.0 Internet technologies allow the convergence of such channels as text, audio, video, and graphics into the communication process, which certainly makes the process of learning foreign languages as effective as possible.

The most popular Internet services using Web 2.0 technologies when teaching foreign languages and most accurately meeting the purpose of modern education are social networks (Twitter, Facebook, etc.); E-mail; web services such as Google Class, Google Meet, Moodle, Zoom, Skype, etc.; various messengers; teaching blogs – blogs where the teacher posts out his/her materials; class-blogs – shared teacher-student space.

These resources allow carrying out the teaching process both in synchronous and asynchronous modes. The use of web cameras, microphones, a blackboard, chats, the possibility of working in separate groups in the rooms creates the effect of being present in the classroom. The technologies mentioned make it possible to examine students, to receive and evaluate their answers, to correct and analyze their errors, which is especially important when teaching a foreign language. The asynchronous training mode provides an opportunity to pay more attention to independent work, to acquire skills in working with electronic resources, searching for information on the Internet, developing critical thinking skills, problem formulation, and finding solutions, which is extremely important when training specialists in technical specialties.

The functions of Internet services also make it possible to practice monologue and dialogue speech in written and oral forms in a foreign language, to communicate with native speakers in a remote form, which helps to eliminate the barriers that can occur and, thus, can increase the motivation to learn a foreign language.