

SECTION 11.

PEDAGOGY AND EDUCATION

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DISTANCE EDUCATION FOR STUDENTS OF NON-LINGUISTIC SPECIALTIES STUDYING FOREIGN LANGUAGES

The teaching of foreign languages to students in language departments and non-language specialties exhibit significant differences owing to varying learning objectives, needs, levels of training, and motivation.

Students specializing in linguistics conduct comprehensive and detailed studies on a language's historical and evolutionary aspects, the sociocultural milieu in which it functions, the semantic importance of language units, differentiation between denotation and connotation, phonetic configuration and intonation traits analysis, grammatical structure evaluation at different levels, among other related topics.

The language training provided by non-linguistic universities concentrates primarily on professional communication skills rather than on the historical and cultural context of the target language. This professional framework defines the scope of the course, encompassing the mastery of both spoken and written language, the ability to interact effectively in a foreign language environment, convey proper ideas, as well as the identification and processing of relevant professional information and cultural considerations related to professional activities. The analysis of specific terminology is given added emphasis.

The study of ways to improve foreign language teaching of students of non-language specialties turns to modern methods and ways of acquiring knowledge. Distance learning can be an effective primary or supplemental tool for student-instructor interaction, but it requires an individualized approach to students' goals, as well as the use of appropriate methods and technologies.

Nowadays, remote work can be done without the need for specialized technical equipment. Computer-mediated communication offers an extensive range of interaction possibilities, from modular learning environments to social network chats. A contemporary mobile device is sufficient to facilitate a consistent educational experience.

Distance learning offers the opportunity to engage in learning regardless of the student's location. The digital skills required for remote interaction are valuable in future professional activities, as many companies actively communicate virtually. «Modern companies make extensive use of remote communication methods in their work, conducting online training and communicating with customers. Thus, the student has the opportunity to acquire additional business communication skills» [1].

The development of independent working skills, self-organization and responsibility, which are necessary for further professional activity, is greatly stimulated by distance learning.

If necessary, modern technologies make it possible to organize live interactive lessons with the teacher and get direct feedback.

Certain activities can be presented in various multimodal formats such as audio, video, or visual materials. This allows the learner to have a flexible learning schedule to suit their individual learning pace.

The mediated nature of digital communication can impact knowledge acquisition efficiency. Language acquisition necessitates continuous practice of pronunciation, intonation, monologic, and dialogic speech. However, the absence of personal contact with teachers and fellow students can reduce motivation, induce a sense of isolation, and encourage procrastination. Teachers recognize the importance of «...maintaining personal contact with students, creating a sense of community, and regulating student feelings in ways that emerged from and extended beyond practices directly related to language teaching» [2].

«The success, survival or transformation of distance learning may depend on its capacity to align, appropriate or co-opt any of the other trends or technologies evolving in the educational technology spaces of practice and policy» [3]

References:

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