

**МІНІСТЕРСТВО ОХОРОНИ ЗДОРОВ'Я УКРАЇНИ  
БУКОВИНСЬКИЙ ДЕРЖАВНИЙ МЕДИЧНИЙ УНІВЕРСИТЕТ»**



## **МАТЕРІАЛИ**

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**Bebykh V.V.**

## **BASIC METHODOLOGICAL COMPONENTS OF DISTANCE LEARNING**

*Department of Foreign Languages,  
Bukovinian State Medical University*

**Introduction.** Distance learning (DL), which is currently attracting attention due to the increasing use in the educational process of institutions of higher education, requires optimal forms and methods of teaching and all possible means that are characterized by the greatest didactic potential. The study presents an analysis of the basic components of the pedagogical model of learning professional English in distance mode and their functions.

**The aim of the study** is to define the *content component and methodical support* which will intensify the process of forming students' foreign language communicative competence.

**Material and methods** include a model of organizing distance learning, which involves the use of computer technology as the basis of learning and the use of multimedia content as an integrated component of the comprehensive methodological support for learning English, in particular the process of forming English speaking skills and abilities. The method of formal analysis as well as structural and comparative methods were used in the research. Generalization of the existing positions of scientists regarding distance education made it possible to single out a number of properties that reveal its essence.

**Results.** Psychological, pedagogical and methodological problems are in the focus of attention at all stages of the study, since DL is based on the use of information technology, which puts forward appropriate requirements for the software. At the same time, parameters are taken into account that enable indirect management of the student's educational activities due to the outlined functions of *the teacher, student and multimedia content* as the basic components of the model for the formation of the English communicative competence of the future specialists. Analysis of research on the use of computer technology as a basis for DL and multimedia technologies as a means of providing educational material allowed us to define these tasks according to the stages of the educational process.

At the first, motivational and instructional stage, *the teacher's functions* are:

1. Development of instructions and guidelines for work. 2. Providing a link, organizing free access to the appropriate network. At the second stage: 1. Selection of tasks at the receptive and reproductive levels. 2. Providing a feedback system. 3. Providing a system of tasks for self-examination. At the third stage: 1. Selection of tasks at an algorithmic-operational level. 2. Providing a feedback system. 3. Providing a system of tasks for self-examination. 4. Providing a system of statistical analysis of the results of monitoring and recording progress.

At the fourth stage: Selection of communicative tasks in the form of problem situations.

*Didactic functions of multimedia materials* include providing: 1) learning motivation; 2) convenient searching the educational material; 3) feedback system; 4) the possibility of self-control at the conceptual level; 5) self-control at the algorithmic-operational level; 6) assistance system and keys; 7) statistical analysis of control results and performance records.

*The student's opportunities* in the DL are, first of all, the provision of procedural motivation. In addition: 1. Choice of a mode of managing the educational activity. 2. Implementation of self-control. 3. Determining of individual pace and duration of work. 4. Using the possibility of repeated attempts to perform tasks. 5. Conducting statistical analysis of the results of one's work. 6. Using the help and check system. 7. Prevention of psychological stress. 8. Prevention of subjectivity in evaluation.

**Conclusions.** The identification of the teacher's functions and the didactic functions of multimedia support in accordance with the phases of the educational process allows us to make the assumption that if all the requirements for the use of computer tools and multimedia educational materials are met, a model of DL foreign speech skills development will provide the conditions for creating an optimal learning environment, the basis of which are: motivation; providing feedback; objectivity of the assessment; individualization of education.