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## ORGANIZATION OF DISTANCE LEARNING IN ENGLISH FOR STUDENTS OF NON-LINGUISTIC SPECIALTIES

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A characteristic feature of modern education is its accessibility, which is achieved through the use of distance learning technologies. English occupies one of the leading places among the languages of international communication. However, the process of organizing distance learning in English for students of non-linguistic specialties faces a number of difficulties.

The purpose of this work is to describe recommendations for organizing distance learning in English for students of non-linguistic specialties.

According to P.V. Dmytrenko, the potential of distance learning is revealed through such characteristics of educational technology as:

1) flexibility, which allows students to choose the place of learning and the place of study, as well as independently determine the intensity of learning the material;

2) adaptability, which provides for the possibility of choosing, creating and implementing an individual educational trajectory for obtaining knowledge, skills and abilities;

3) modularity, which ensures the formation of a curriculum from independent courses or modules in accordance with individual or group needs;

4) the new role of the teacher, who becomes the coordinator of the educational process, providing consulting support in the preparation of individual curricula and managing educational projects [1, p. 11].

The organization of distance learning of English for students of non-linguistic specialties is certainly accompanied by many difficulties. The main problem of such training is the difficulty of students understanding the features of a foreign language, which is associated with the differences between the system of the language being studied and their native language, as well as with the limited number of teaching hours allocated for language study within the framework of curricula for students of non-linguistic specialties. To solve this problem, we suggest that teachers compile a summary of the topic to explain difficult-to-understand aspects of the English language.

The second difficulty is the limited live communication in a foreign language, which is especially important when teaching students of non-linguistic specialties. In the conditions of distance learning, both the teacher and the student face a problem: on the one hand, it is necessary to ensure "live" communication in the process of learning a foreign language, and on the other hand, its implementation is complicated by the remoteness of the participants in the educational process. To solve this problem, our university uses the Moodle and PNS (Personal Learning Systems) platforms, where students successfully complete training using the Zoom service.

An important part of the process is the analysis of its effectiveness, which consists in diagnosing the level of language preparation of students. The main difficulty that the teacher faces at this stage is associated with the objectification of the procedure for assessing students' language skills and abilities. This difficulty is due to the specifics of distance learning, which is based on maximum student autonomy. [3, p. 144]

Students' language competence should be assessed only through live communication. This approach allows the teacher to accurately determine the level of students' mastery of vocabulary, grammar and basic concepts of the course, as well as assess the ability to apply this knowledge in practice. In addition, the final test is performed within the established deadline and is limited in time. Effective mastering

of the course largely depends on the ability of students to realize the "gaps" in their knowledge and the desire to eliminate them.

Based on the information presented above, the following recommendations can be offered for organizing distance learning of the English language for students of non-linguistic specialties:

- The teacher is recommended to prepare a brief summary of the topic, emphasizing the aspects that are difficult to master.

- The central element of the English language learning process should be live communication, which is implemented using the capabilities of online platforms.

- Final module tasks should be performed in real time.

- Within the framework of the diagnostics of English-language competence, priority should be given to the discussion of conversational topics.

- Students should receive verification tests to identify "gaps" in knowledge and adjust the self-training program.

It should be noted that the presented material does not cover all aspects of this problem. A promising direction for further research is the development of distance courses dedicated to the study of individual aspects of the language.

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