

The lack of scientific researches on the problem of distance learning of foreign languages in the process of training future law enforcement specialists indicates that topic being addressed continue to remain the highest priorities.

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DEVELOPMENT OF STUDENTS' FOREIGN LANGUAGE SELF-DIRECTED LEARNING COMPETENCE IN THE ELECTRONIC ENVIRONMENT

Modern society needs not just highly qualified specialists who are able to resist the threats to the national security, but professionals who are ready to innovate and have the potential for constant self-development in the dynamic world. Thus, the life-learning process at the Academy of the Foreign Intelligence of Ukraine also needs to be radically modernized turning post-graduate students from passive learning into active agents who can independently upgrade their levels of foreign language communicative competence, acquire the necessary professional knowledge, and effectively organize their self-directed learning activities [1]. In order to perform their duties, a qualified national security specialist is obliged to possess a good command of a foreign language that implies constant vocabulary

upgrading as new topics appear in drastically changing global social, political, economic and other spheres of life. For example, some current legal topics are government responses to disinformation, initiatives to counter fake news, freedom of expression during covid-19, virtual civil trials, government access to encrypted communications, etc [2].

Together with it, not all students have sufficient skills in self-directed learning activity and do not know how to properly organize their independent work, and regularly perform tasks. If in other disciplines students study material in their native language and can quickly replenish the necessary knowledge, then in the case of a foreign language, some problems arise, since the students themselves consider it a difficult discipline and cannot independently control the correctness of mastering the material.

Up-to-date electronic educational environment enables a foreign language teacher to effectively organize the space for student`s independent work and self-directed learning, as well as the development of self-control skills, the formation and development of time management skills both in a foreign language and in other disciplines. Outside the electronic environment, student`s independent work, as a rule, is of an irregular nature, since students are not able and not ready to work independently without teacher`s supervision. This issue becomes extremely urgent regarding the pandemic when distance work skills [3] are indispensable for successful solution of professional daily tasks.

With the help of the electronic educational environment the students can quickly get answers to their questions not only from their teacher, but also from other course participants. The teacher has the opportunity to see how student`s independent work is going, can correct and guide the student`s work, adding the necessary theoretical materials, tasks to work out that caused difficulties, give recommendations and comments, conduct individual consultations. Thus, the independent work in the electronic environment is more effective and transparent, visible to both the teacher and the student.

Moreover, the students develop their skills in planning self-directed learning activities, assuring regularity of their implementation and meeting the deadlines. Every topic proposed for independent work contains lectures, video/audio materials, exercises for memorizing, consolidating vocabulary and working out grammatical material, tasks for self-control and final testing on the topic, which are evenly distributed during the foreign language course.

Creating their own electronic work plan calendar, which will remind them to complete the assignments, significantly contributes to development of student`s planning their self-directed learning activities. Every student takes an individual comfortable pace of work, but at the same time, the ability to keep within the established deadlines develops, which is important for their future professional activities, when it is necessary to constantly advance and acquire the necessary knowledge on their own. When organizing independent work in an electronic educational environment, both a teacher and a student have the opportunity to see directly the process of work and its result, and analyze what was successful or not and why so.

It is worth mentioning that organizing student`s independent work in an electronic environment presents some professional challenges to a foreign language teacher. It requires teacher`s constant professional development on how to manage such environments, keeping up-to-date with the most urgent topics their students need to master, regularly creating / modernizing the language educational materials and so on. As far as a foreign language teacher doesn`t have a degree in national security or judicial disciplines, students-teacher cooperation can benefit both sides.

To sum it up, the organization of independent work in an electronic environment at the initial stages of foreign language training contributes to the development of students` self-directed learning competence, forms the skills and abilities of self-directed learning activity, both in the electronic environment and outside it, contributes to the development of time management skills, regularity and a responsible attitude to work, performed independently. As a result, the quality of post-graduate education increases, which is vital for students` further professional activity, when it is necessary to constantly develop and independently acquire the necessary knowledge in order to correspond to the level of modern technologies advancement.

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