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## **DISTANCE LEARNING BY TEACHING FOREIGN LANGUAGES**

Distance education is a pedagogical technology, which is based on the principles of open education; it uses widely computer education programs of different purpose and modern telecommunications with the aim to deliver educational materials and to communicate (also in the real time).

But at the present moment all these categories can't receive educational services of high quality with the use of distance education, because the latter is absent in Ukraine.

Distance learning offered many promises to the field of education. In practice however, it is vice –versa. Some of the shortcomings are due to problems with the technology; others have more to do with administration, instructional methods, or students. Despite the problems, many users like technologies such as compressed video and see continued growth in the area. Due to the rapid development of technology, courses using a variety of media are being delivered to students in various locations in an effort to serve the educational needs of growing populations. In many cases, developments in technology allow distance education programs to provide specialized courses to students in remote geographic areas with increasing interactivity between student and teacher. Although the ways in which distance education is implemented differ markedly from country to country, most distance learning programs rely on technologies which are either already in place or are being considered for their cost effectiveness. Such programs are particularly beneficial for the many people who are not financially, physically or geographically able to obtain traditional education. The field of distance education has changed dramatically in the past ten years. Distance education, structured learning in which the student and instructor are separated by place, and sometimes by time is currently the fastest growing form of domestic and international education. What was once considered a special form of education

using nontraditional delivery systems, is now becoming an important concept in mainstream education. Concepts such as networked learning, connected learning spaces, flexible learning and hybrid learning systems have enlarged the scope and changed the nature of earlier distance education models. Distance education relies heavily on communications technologies as delivery media. Print materials, broadcast radio, broadcast television, computer conferencing, electronic mail, interactive video, satellite telecommunications and multimedia computer technology are all used to promote student-teacher interaction and provide necessary feedback to the learner at a distance. The term distance learning has been used for many instructional methods: however, its primary distinction is that the teacher and the learner are separate in space and possibly time.

At present in the world we can observe rapid development of distance education. All the educational establishments understand that for the beneficial development we need cooperation. One educational establishment can't create a system of distance education by itself.

The goals of distance education, as an alternative to traditional education, have been to offer degree granting programs, to battle illiteracy in developing countries, to provide training opportunities for economic growth, and to offer curriculum enrichment in non-traditional educational settings. A variety of technologies have been used as delivery systems to facilitate this learning at a distance. Many of the promises of distance learning are financial in nature. Of course Ukraine faced with such problems as a lack of investing money into educational system. In all over the world universities hope to save money by delivering education to students that are unable to attend classes because of time or distance or diseases. The theory is that class size increases while the overhead remains the same. Places such as Beijing, Jakarta, and South American countries such as Brazil and Argentina have all begun to use distance-learning techniques to reach those that would by any other means be unreachable. China uses a radio and television delivery system to serve 1.5 million students, two-thirds of which are in a degree

program. In Australia, Curtin University uses compressed video conferencing to reach remote students in Western Australia, and to enhance classes in Business Studies by connecting with students in Singapore. Other examples can be found in the UK and Norway where several sites have been linked together. Of course there is also wide use in the United States, both in the public and private sectors. It should be obvious by these examples and by the definition of distance learning, that it can meet the promise to deliver classes to a geographically broad and diverse population. Not only that, but the need seems to be strong for such programs. In Ukraine, we presented Memorandum on the organization of informational educational net "Distance Education in Ukraine". Creation of such net on the free basis allowed to provide in Ukraine informational surrounding, that will encourage the development of different of techniques of distance education.

The most important task in the development of distance education in Ukraine is carrying out the analysis to find out the groups of people who need distance education. Such an analysis was not carried out in Ukraine, but we can use the results of analysis carried in other countries, tacking into account some specific features of this country.

The convenience of time and space is a big promise made by distance learning. Students do not have to physically be with the instructor in space and, depending on the method used, they do not have to be together in time as well. This is a great advantage for non-traditional students who cannot attend at regular times. The satellite campuses could conceivably help the school's enrollment to grow tenfold. At present in the world we can observe rapid development of distance education. All the educational establishments understand that for the beneficial development we need cooperation. One educational establishment can't create a system of distance education by itself.

#### Problems of Distance Learning

Despite the promises and obvious advantages to distance learning, there are problems that need to be resolved. These problems

include the quality of instruction, hidden costs, misuse of technology, and the attitudes of instructors, students, and administrators. Each one of these has an effect on the overall quality of distance learning as a product. In many ways, each of these issues relates to the others.

#### Cost Effectiveness

The second issue is the true cost and the cost effectiveness of distance learning programs. Are they actually cost efficient? The study further showed that the concepts of costs and effectiveness are not as simple as they first appear. Starting a compressed video distance-learning program is not cheap. The startup costs, maintenance costs, and personnel costs should also be factored in to arrive at a true cost for a distance-learning program. The minimum number of staff required for delivery of a compressed video class would be one instructor and two technicians, one at each site. This means a minimum of three people is needed to deliver the same class as one instructor does in a traditional setting. The costs associated with training technicians and instructors should not be overlooked. For effective distance education to take place, the staff delivering the instruction should be well trained. Taking into account economical situation in Ukraine we see as the most real way out organization of free informational educational net where every educational establishment will contribute with intellectual product (meaning educational courses).

#### References

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