

INDIVIDUALIZATION OF FUTURE FOREIGN LANGUAGES TEACHER'S PROFESSIONAL TRAINING IN DISTANCE EDUCATION CONDITIONS

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ABSTRACT

The year 2019 became a starting point in the educational sector of almost all countries of the European Union. The COVID-19 pandemic has changed the classical form of learning and teaching to a new, yet unexplored well, distance one. The start of the war in Ukraine on February 24, 2022 made this form of the educational process an integral characteristic of modern education in our independent country.

*The **purpose** is to investigate theoretical and practical conceptual foundations of individualization of future foreign languages teacher's professional training in distance education at the institutions of higher education.*

Methodology. *The methods of the educational research context, data collection, data analysis and reporting of the students' responses were used. Some questionnaires and interviews were used in this study to elicit the answers of different lecturers at Volodymyr Vynnychenko Central Ukrainian State Pedagogical University. We have found that the process of professional training becomes more effective if certain pedagogical conditions of students' teaching training are created and implemented. The basis for our research was scientific and pedagogical studies relevant to future foreign languages teacher's professional training in distance education conditions.*

Results. *The essence of the concepts "individualization of professional training", "distance studying of foreign languages" has been defined. The main tasks of individualization of future foreign languages teacher's*

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professional training in distance education conditions as well as the readiness of the lecturers and students of the foreign languages faculty for the introduction of distance form of future specialists' training in foreign philology have been characterized.

The main approaches to the training of future specialists in foreign languages and means of adaptation of lecturers and students in the conditions of the distance form of the educational process' organization have been analyzed. The author also outlined qualitative tools for constructive "teacher-student" communication within the distance training of a future teacher of foreign languages and highlighted ICT tools for training a future teacher in the field of foreign philology.

It has been determined that individualized distance teaching training is a complex pedagogical phenomenon comprising goals, contents, structures and processes of teaching. It determines the effectiveness of teaching a foreign language and requires a certain degree of learner's maturity.

In order to determine the main evaluative judgments of this study, research of various components of distance education and levels of professional training of the future teacher of foreign languages at IHE has been conducted. The analyzed results lead us to the opinion that, despite all its advantages and disadvantages, distance training of the future teacher of foreign languages reflects the modern conditions of the development of Ukrainian education and has taken its place in the educational process of every institution of higher education.

Conclusions. *Distance education allows you to study at home according to a convenient schedule and in the most comfortable conditions. In addition, knowledge control with this form of education can also be carried out in distance – students prepare scientific papers, pass electronic examination tests, take exams for teachers through video conferences, etc. The use of interactive technologies in a foreign language lesson involves an active creative process of cooperation between the teacher and students, and also stimulates cognitive activity during and after the lesson.*

KEYWORDS: *Distance Studying, Professional Training, SMART-Online, Pros and Cons, Distance Education.*

INTRODUCTION

Different researchers attribute the emergence of distance education to different periods. Thus, in some sources we find the statement that distance learning appeared as early as the 17th century, when Yakiv Kamenskyi introduced illustrated textbooks into the education system, with the help of which

it was possible to learn the basics of general sciences independently.

In Ukraine, the date of the official start of the introduction of distance learning can be considered January 21, 2004, when the "Regulations on distance learning" was approved by Order No. 40 of the Ministry of Education and Science of Ukraine, which marked the beginning of the

introduction of new technologies in the field of education.

The purpose of distance learning in higher education is to provide opportunities for students to study the educational material independently and receive the necessary consultations at a time convenient for them, wherever they are. Ukrainian legislation supports the rapid development of distance education. This is evidenced by various provisions and regulatory documents of the legislation of Ukraine related to this topic, namely the Law of Ukraine "On Education", "Concept of the Development of Distance Education in Ukraine", "Regulations on Distance Learning", the state program "Education", etc. (Starodiedova, 2021).

Distance education is a broad approach characterized by a high degree of variation. Such variation includes the types of media or technology used (print, radio, computer); the nature of the learning (workshop, seminar, degree program, supplement to traditional classroom, levels of support); institutional settings; topics addressed; and levels of interactivity support (face-to-face, online, blended, none). UNESCO defines distance education as "an educational process and system in which all or a significant proportion of the teaching is carried out by someone or something removed in space and time from the learner." Distance education requires:

- Structured planning;
- Well-designed courses;
- Special instructional techniques;
- Methods of communication by electronic and other technologies (Burns, 2011).

Nowadays, the individualization of education in foreign languages is an oft-discussed topic. With the use of adaptive tools in eLearning the individualization of

education can become so effective that the transfer of knowledge will be adapted to the student's personal characteristics. However, it is more demanding to satisfy all the students' needs than to choose the individualized approach to education through information and communication technologies.

Moreover, if the student is taught in accordance with their personal characteristics, they will probably achieve better results as far as knowledge gain is concerned (Kostolanyova, & Nedbalova, 2011).

The major effect of pandemic COVID-19 in online learning is the learning media. This situation pushes university members to look for the best format for the teaching-learning process. The changes of the system and competences conducted by the lecturers, students, and the university will be used in the pandemic period.

We agree with Tatas Transinata that online learning can be termed as a medium that can make the teaching-learning process more student-centered, more innovative, and even more flexible. The lecturers have realized distance learning in a new way, adapted the assignments to the new format of the lessons, which will be reflected positively on students' qualifications. The learning process needs a language laboratory to improve the students' language competence. Therefore, Language Laboratory is expected to be able to improve the quality of language competence through online media (Transinata, 2022) and due to the future foreign languages teacher's professional training process.

Thus, in our opinion, the process of teachers' training at a pedagogical institution of higher education is a process of complex organized development and individual self-improvement of the

student's personality and should be carried out in the process of individualization and on the basis of a personality-oriented approach. "The individualization of professional training of a future foreign language teacher" has been defined as a complex, multidimensional, multicomponent and multilevel concept that we consider from the perspectives of the educational triad: pedagogy, psychology and foreign language. It is characterized by a specially created environment with appropriate conditions and is based on specific approaches (Chernionkov, 2020).

The most widespread modern approaches to teaching foreign languages (FL) include: communicative-activity, competence, reflexive, cultural, level and professionally-oriented approaches. According to the communicative-activity approach, FL training should be activity-based, i.e. learning the rule of operating foreign language models occurs simultaneously with mastering their communicative-speech function.

The concept of competence-based approach in the teaching of FL is understood as the focus of the educational process on the formation and development of students' key (basic, basic, extra-subject) competencies and foreign language communicative competence. In the process of studying FL, reflective self-assessment, on the one hand, involves the ability to assess the level of formation of foreign language communicative competence, and on the other hand, the success of educational activities, that is, the result and methods of studying FL.

The result of training according to the cultural approach is the formation of students' foreign languages communicative competence, which ensures the use of the language in the conditions of a certain cultural context

based on the dialogue of cultures. The development of a level approach is related to the scientific definition of the levels of mastery of FL. Thanks to the efforts of the committee of the European Council for Modern Languages (European Council for Modern Languages), a unified system or scale for determining FL proficiency levels has been developed (Nikolaieva, 2013).

Competent command of a foreign language is considered an integral component of the professional training of students of any specialty. In this regard, the need to find ways of formation and development of students' ability for intercultural communication and readiness for cognitive activity through the transition from learning a foreign language as an educational subject to its practical application for professional purposes has been actualized. In modern studies on the problem of foreign language learning, foreign language professional competence is considered as a complex construct that includes cognitive, linguistic and interactive components (Sali, 2018).

The search for optimal approaches to the organization of the training of future specialists in FL requires the use of various approaches that make such training as effective as possible. In pedagogy, there are two main forms of education and training in higher education: classroom and non-classroom. In the course of the classroom form, there is a direct interaction between the student and the teacher, and the out-of-class form involves the student's independent study of the educational material, performance of practical and coursework, writing essays and abstracts, passing industrial practice (Zvierieva, 2018).

We do not agree with the author, because in modern conditions, such a vision is a little distorted, since in the conditions of

distance studying of foreign languages, there is no classroom teaching, and all the activities of students take place at a distance from the institutions of higher education.

In English language classes, with the help of Internet resources, you can solve a number of didactic tasks: form competences in all types of speech activity - listening, reading, writing, speaking, form and deepen, develop phonetic, lexical, grammatical competences, using materials from the global network; to form students' sustainable motivation, interest in learning English. In addition, such work is aimed at studying the possibilities of Internet resources for expanding the horizons of students, the skills to establish and maintain business relations and contacts with young people in English-speaking countries.

To form or improve lexical-grammatical competences, we advise you to visit the sites (for example, www.learnplus.com, <http://ischoolenglish.com> and many others). For example, there are specially prepared lessons for learning to read online (<http://www.english-to-go.com/index.cfm>), in which the experts of the Reuters news agency offer teachers, in a convenient format for copying to your disk, systematic classes with interesting texts for reading, exercises of a problematic nature, tasks for consolidating new vocabulary.

Numerous suggestions on the organization of correspondence are used to teach students English writing. To find writing partners for your students, you can make a request (<https://listserv.cuny.edu/>). Correspondence can be organized for various purposes: to implement joint projects, hold discussions, discuss current problems (Kostikova, & Bezbavna, 2018).

The **purpose** is to investigate theoretical and practical conceptual foundations of individualization of future foreign languages teacher's professional training in distance education at the institutions of higher education.

The tasks are a) to analyze the conceptual role and qualitative impact of distance studying of foreign languages; b) to analyze the essence of the concepts of "individualization of professional training", "distance studying of foreign languages"; c) to investigate theoretical and practical conceptual foundations of the studied theme at the Institutions of High Education; d) to elicit students' and lecturers' responses and process research results to get a complete picture of our research.

METHODOLOGY

The methods of the context of educational research, data collection, data analysis and reporting of the students' responses were used: there were three groups of methods used for achieving the purpose and tasks of the research. They are theoretical, empirical and statistical methods. So, among general theoretical methods we have chosen analysis and synthesis of pedagogical-psychological literature since they helped to study and describe main characteristics of such notions as "individualizations of professional training" and the "distance studying", as well as to make conclusion not only about their correlation but also about importance of applying this information for effective future foreign languages teacher' training at the distance platform.

The empirical (diagnostic) methods, namely testing, observation and discussion were used in the pedagogical experiment where we have been checking the readiness of lecturers and students for distance studying at Volodymyr

Vynnychenko Central Ukrainian State Pedagogical University. The statistical methods (such as Student's and Lecturers' questionnaires and interviews) were needed to evaluate the experiment results.

RESULTS

Currently, all pedagogical institutions of higher educational in Ukraine are working on improving the quality of pedagogical education in order to ensure its mobility, attractiveness and competitiveness in the labor market, taking into account the requirements of the Conceptual Foundations of the Development of Pedagogical Education of Ukraine and its integration into the European educational space.

One of the tasks of teacher professional training at the institutions of higher education should be actualization of conscious mastery of IT tools, activation of pedagogical self-organization, self-improvement of knowledge in the field of IT – formation of readiness of IT teachers to use IT in future professional activities (Hurzhii, Kartashova, & Lapinskyi, 2013).

Paraphrasing these authors, a huge role is played by the readiness of teachers and students to processes of distance education. This means, firstly, to what extent students are ready to perceive learning a foreign language remotely with all its characteristics, and secondly, to what extent the training of foreign language teachers allows them too qualitatively, technologically and modernly implement the educational process.

Individualized distance teaching is a complex pedagogical phenomenon comprising goals, contents, structures and processes of teaching. It determines the effectiveness of teaching a foreign

language and requires a certain degree of learner's maturity.

This maturity is defined through the following attributes: a) relative independence from teacher and teaching materials; b) ability to articulate problems; c) problem solving skills; d) ability to adapt the available knowledge to personal interests and circumstances; e) self-awareness and self-diagnostics; f) ability to observe and control not only the own learning process but also the broader process of own intercultural behavior; g) a sense of responsibility; h) ability to project own skills onto the future professional activity (Muntyan, & Valentinova, 2011).

The organization of studying foreign languages takes place as a subjective choice of options (mobile learning) and (blended learning) - when the student situationally shapes the learning process. Mobility provides an invaluable opportunity at anytime, anywhere to study audition or use Skype, Viber, Outlook or Zoom in dialogue with other students or teachers and even to form your information resource on cloud technologies.

Distance training in foreign languages field requires evaluative thinking, the formation of so-called design thinking, focused on combining their own interests, intelligence with the capabilities of information and communication technologies, understanding that stopping the innovative development of education, introduction of new learning technologies and technological progress is impossible. We need to improve our professional level, adapt to new working conditions, constantly monitor the smart potential of mobile devices, track the appearance of new mobile Learning apps on the Internet (Stezhko et al, 2021).

The use of distance learning technologies in the modern education process of a teacher training university calls for a shift in the forms and methods of future primary school teacher training – from the demonstrative and explanatory ones to search, problem solving, project-based, research methods that are aimed at students' independent cognitive activities in obtaining and processing information and acquiring practical skills (Mukoviz at al, 2018). But this aspect is to be discussed.

Cognitive teaching methods are intended to help students to assimilate new information with already acquired knowledge and modify their intellectual structure to accommodate this information. For example, educators-cognitivists allow students to explain the new material in their own words, ask them questions for structuring the gained material, help them to correlate with the learned material, and accommodate the entire material by providing a clear organizational structure (Shandruk at al, 2019).

Therefore, the analysis of educational programs for the training of future teachers of foreign languages allowed us to conclude that the content of their training is very slowly being transformed in the direction of meeting today's needs for the training of competitive specialists, communicatively competent, who are characterized not only by professional knowledge, but also by leadership qualities, psychological stability, and creative activity, self-confidence, the ability to adapt in the distance education environment (Tkachenko, 2020).

Adapting the author's characteristics to the subjects of our research, we come to the conclusion: diagnostic work is aimed at studying the personal qualities of young specialists, their professional suitability, identifying difficulties encountered in the

educational process; educational and methodical work aims to create and conduct seminars on methodological aspects of studying educational fields, development and implementation of new pedagogical technologies; psychological training work involves conducting trainings on improving communication styles with students, parents, colleagues; development of positive qualities; formation of the ability to influence the team; self-development as a person and a professional (Shalivska, 2020).

Scientists Belmaz Ya. and Sergeeva I. consider 5 tools of constructive communication that have shown their effectiveness in the educational environment in the conditions of distance education: non-violent communication, self-message, SMART goal setting, accurate praise and positive framing; to demonstrate specific possibilities of their application in the study of foreign languages.

Non-violent communication is based on empathy, (self) respect, conflict-free goal achievement. The task of the second stage is to create an I-message, which is always formulated in the first person and is dedicated to the feelings of the subject of the statement. It is not allowed to include in the statement of evaluation characteristics about the student. For example (in parentheses are the typical You-statements of the teacher, which contain an assessment or direct accusations, and are therefore ineffective.

Setting goals by SMART is a mnemonic abbreviation that deciphers the main requirements for the formulation of goals: Specific (concrete, specific), Measurable (such that measurable), Attainable (such that can be achieved), Relevant (relevant), Time-bounded (determined in time). Positive framing is based on consistent positive correction of student behavior

using purposeful praise and constructive criticism.

The teacher's activities are aimed at maintaining a strong position in shaping and maintaining in students the desired types of behavior or activity, as well as that their path to them is direct and short. Accurate praise is based on data that individuals who are praised for permanent attributes (intelligence, talent), ultimately learn worse than those who are encouraged for diligence, effort, hard work (Belmaz, Serhieieva (2019).

Software products used in the practice of institutions of higher education in Ukraine, or educational electronic resources in a foreign language can be conventionally divided into the following groups according to their content and functional purpose: 1) information and reference materials (encyclopedias, handbooks, dictionaries, magazines, newspapers, almanacs); 2) electronic books for reading; 3) video films, clips and videos on YouTube; 4) electronic libraries and repositories; 5) methodical materials on electronic media (plans of seminar and practical classes, plans-summaries of lectures, methodical recommendations for teaching aspects of language and types of speech activity, tests and other control and measurement materials); 6) Internet resources; 7) combined electronic learning tools (curriculum, electronic textbooks, exercises and educational games); 8) educational and methodical software tools for accompanying lectures (demonstration materials, presentations, projects, computer developments for seminar and practical classes, etc.), created by teachers for a specific class (Osova, 2018).

As the main aim of foreign language learning is an ability to communicate, this common feature is significant for our research so we studied it carefully and

discovered that from psycholinguistic point of view, communication may include the following components: the motivational and cognitive component, the analytical and technological component, the integrative and personal component, the socio-cultural component, the reflexive component, the emotional and evaluation component (Kostikova et al, 2020).

Therefore, at this stage of distance education, IT-tools are the main lever in the formation of IT-competence of the future teacher of foreign languages, and "the formation of information competence by means of IT allows you to use knowledge, skills and abilities in your work in the direction information and communication technologies, which is a criterion of professional suitability for improving the quality of education in the framework of distance education" (Lebedieva, 2018).

As part of this work, we conducted several studies with the aim of identifying:

- the level of readiness of the teachers / lecturers of Volodymyr Vynnychenko Central Ukrainian State Pedagogical University for the introduction of distance education and training;
- the level of readiness of students of the Faculty of Foreign Languages of Volodymyr Vynnychenko Central Ukrainian State Pedagogical University for the introduction of distance education and training;
- the level of self-assessment of the teachers of the Volodymyr Vynnychenko Central Ukrainian State Pedagogical University in relation to their qualification requirements for distance education and training;
- the most favorable type of training for a specialist in foreign languages;

- level of knowledge of a foreign language and professional training.

Research was conducted during April-June 2022 among students of all undergraduate courses and teachers. We used questionnaires, surveys, telephone and traditional interviews and final exams in each course. Let's analyze the results of this experimental study.

- So, according to the results of teachers' answers for 2020, only 10% were ready to implement the distance form; 15% are more prepared than unprepared and 75% of all interviewed teachers/lecturers were not ready for a new and unexpected challenge in their professional activities. Two years later, the results of teachers show that now, on the contrary, 85% are already ready for distance education, 10% are more unprepared than ready, and 5% are still not ready for this integral process of the education field.

This means that in two years the teachers were able to qualitatively adapt to the conditions of this form of professional training and increase their level of readiness and their own level of qualification.

- 50% of faculty teachers determine their level of self-assessment in 2022 regarding their qualifications according to means and methods of distance education as very high; 40% are defined as medium and only 10% as low.

This shows that half of all surveyed professors and teachers are ready for the implementation of distance education, have appropriate educational and methodological support and have good skills and self-assessment skills.

- The most popular answers of teachers to the question "WHAT do you see as the most effective means of improving the

situation with distance training of future specialists in foreign languages?" were:

- equipping the faculty laboratory with new modern equipment or creating a new distance education laboratory (95%)
- professional development courses, both national and foreign (85%);
- replenishment of educational and methodological support of the faculty (75%);
- MOODLE courses and all other distance education IT-courses (70%).

This indicates that until today, educational-methodological support and readiness of teachers for the implementation of distance education wants to be better.

- The student responses regarding their readiness to introduce this type of training and readiness for the educational distance process of their faculty were as follows:

- 1st course – 80% ready, 10% more unready than ready and 10% not ready for this form;
- 2nd year – 70% are ready, 25% are more unprepared than ready and 5% are not ready for the studied form;
- 3rd year – 60% ready, 10% more unready than ready and 30% not ready for the studied form;
- 4th year – 50% ready, 25% more unready than ready and 25% not ready for the studied form.

We see a qualitative drop in the level of students' readiness to perceive all information remotely from the results of the 1st year to the results of the 4th year. This indicates that it is difficult for graduates of the faculty to adjust from the usual form of education to distance education, and the 1st year, on the

contrary, will be able to qualitatively assess the advantages and disadvantages of this form of professional training.

- The results of student surveys regarding the most favorable type of professional training in foreign languages are interesting:

- 1st course – distance (90%), mixed (5%) and classical (5%);
- 2nd year – distance (80%), mixed (15%) and classical (5%);
- 3rd year – distance (25%), mixed (50%) and classical (25%);
- 4th year – distance (10%), mixed (5%) and classical (85%).

We see that the first and second courses are guided by the emotions of the wartime and the circumstances they got into due to the occupation of Ukraine by the aggressor state. The third year understands the importance and qualitative characteristics of classical education, but the fear of modern conditions makes itself felt, so for them the mixed system is exactly the way out of this situation. On the other hand, 4th-year students are strong supporters of classical education and, as experienced students; they can assess the qualitative advantages and disadvantages of all types of professional training.

- According to the results of the final exams for each course, we were able to assess the quality level of foreign language proficiency and the level of professional training of future foreign language teachers:

- 1st course – high (70%), medium (25%), low (5%).
- 2nd year – high (80%), medium (10%), low (10%).
- 3rd year – high (80%), medium (5%), low (15%).

- 4th year – high (95%), medium (3%), low (2%).

These results indicate that first-year students have adapted to the university system of education and training and have shown high-quality results. The results of the students of the 2-4 courses show the quality component of the system of professional training of the future foreign language teacher in the higher education institution organized by us.

DISCUSSIONS

The result of the individualization of the future foreign languages teacher's professional training in the conditions of distance education is the acquisition of the qualities of professional growth of the future foreign languages teacher. These discussed qualities include the ability to set goals, make adequate decisions, the desire to teach, acquire professional knowledge and skills, the ability to establish social contacts, engage in self-evaluation, self-education, self-development, self-improvement.

We believe that thanks to distance professional training, the future teacher can master new methods and techniques of teaching a foreign language, create his own vision of the process of learning foreign languages, create an electronic course, master IT -tools in teaching foreign languages, establish professional foreign language communication and increase the level of professional communicative competence.

The use of distance learning technologies in the modern education process of a teacher training university calls for a shift in the forms and methods of future foreign languages teacher's training – from the demonstrative and explanatory ones to search, problem solving, project-based, research methods that are aimed at students' independent cognitive activities

in obtaining and processing information and acquiring practical skills (Mukoviz at al, 2018). But all the above aspects are to be discussed.

CONCLUSIONS

What are the advantages and disadvantages of distance learning of a foreign language in general? Probably, the main advantage is convenience: costs for travel and living in another city are reduced; all self-study materials, lab assignments, and webinar links are available online. Not the last place is taken by mobility, which today is one of the usual features of our life; you can enrich your knowledge in any way: with a teacher, in a conversation club, in the country of the language being studied, in social networks or on free language resources.

Another advantage is that distance learning, in particular the online form, provides more technical advantages and saves on printed materials. It should also be noted the democratic nature of distance learning, since education can be obtained at any university in the world.

Comfort and freedom in the case of distance education require more self-discipline than face-to-face education, so

they can become a certain disadvantage of this type of education. Some students stop learning a foreign language, thinking that distance learning in general is an empty business. In the case of distance learning, it should be remembered that it requires additional development of responsibility and self-control.

Among the minuses, it should be emphasized the lack of "live" communication, a unique student environment; lack of special computer knowledge; lack of professional technical support, etc. Considering the above, the advantages of distance learning are much greater than the disadvantages.

Therefore, the implementation of the system of distance studying in the process of individualization of professional training of future foreign language teachers will maximize the continuous studying of modern high education students and achieve high performance. We understand that our observation is only part of the research program we have created for this issue. Further studies we see in the further analysis of the practical-methodical system of SMART-process of professional training of future foreign language teachers.

CONFLICT OF INTERESTS

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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АНОТАЦІЯ / ABSTRACT [in Ukrainian]:

ІНДИВІДУАЛІЗАЦІЯ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНЬОГО ВЧИТЕЛЯ ІНОЗЕМНИХ МОВ В УМОВАХ ДИСТАНЦІЙНОЇ ОСВІТИ

2019 рік став точкою відліку в освітньому секторі майже всіх країн Європейського Союзу. Пандемія COVID-19 змінила класичну форму навчання та викладання на нову, ще не добре вивчену, дистанційну. Початок війни в Україні 24 лютого 2022 року зробив таку форму освітнього процесу невід'ємною характеристикою сучасної освіти незалежної країни.

Мета дослідження – дослідити теоретичні та практичні концептуальні основи індивідуалізації професійної підготовки майбутнього вчителя іноземних мов в умовах дистанційної освіти у закладах вищої освіти.

Методологія. Використовувалися методи контексту освітнього дослідження, збору даних, аналізу даних та звітування відповідей студентів. У цьому дослідженні були використані деякі анкети та інтерв'ю, щоб отримати відповіді різних викладачів Центральноукраїнського державного педагогічного університету імені Володимира Винниченка.

Встановлено, що процес професійної підготовки стає більш ефективним за умови створення та реалізації певних педагогічних умов педагогічної підготовки студентів. Основою нашого дослідження стали науково-педагогічні дослідження щодо професійної підготовки майбутнього вчителя іноземних мов в умовах дистанційної освіти.

Результати. Визначено сутність понять “індивідуалізація професійної підготовки”, “дистанційне навчання іноземних мов”. Охарактеризовано основні завдання індивідуалізації професійної підготовки майбутнього вчителя іноземних мов в умовах дистанційної освіти, а також готовність викладачів і студентів факультету іноземних мов до запровадження дистанційної форми підготовки майбутніх фахівців іноземної філології.

Проаналізовано основні підходи до підготовки майбутніх фахівців з іноземних мов та засоби адаптації викладачів і студентів в умовах дистанційної форми організації навчального процесу. Автор також окреслив якісні засоби конструктивної комунікації «викладач-студент» у рамках дистанційної підготовки майбутнього вчителя іноземних мов та висвітлив засоби ІКТ для підготовки майбутнього вчителя в галузі іноземної філології.

Визначено, що індивідуалізоване дистанційне навчання є комплексним педагогічним явищем, яке включає цілі, зміст, структуру та процеси навчання. Це визначає ефективність навчання іноземної мови і вимагає певного рівня зрілості учня. З метою визначення основних оціночних суджень даного дослідження було проведено дослідження різних компонентів дистанційної освіти та рівнів професійної підготовки майбутнього вчителя іноземних мов у ЗВО.

Проаналізовані результати приводять нас до думки, що, незважаючи на всі свої переваги та недоліки, дистанційна підготовка майбутнього вчителя іноземних мов відображає сучасні умови розвитку української освіти та займає своє місце в освітньому процесі кожного закладу вищої освіти.

Висновки. Дистанційна освіта дозволяє навчатися вдома за зручним графіком і в максимально комфортних умовах. Крім того, контроль знань за такої форми навчання може здійснюватися і дистанційно – учні готують наукові роботи, здають електронні екзаменаційні тести, складають іспити для викладачів через відеоконференції тощо. Використання інтерактивних технологій на уроці іноземної мови передбачає активну творчий процес співпраці вчителя та учнів, а також стимулює пізнавальну активність під час і після уроку.

КЛЮЧОВІ СЛОВА: дистанційне навчання, професійна підготовка, SMART он-лайн, плюси та мінуси, дистанційна освіта.

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