В настоящей статье рассмотрены, разумеется, далеко не все проблемы и задачи, возникающие в высшей школе в условиях перехода к цифровым технологиям обучения. Не вызывает сомнения, что все они рано или поздно будут решены. Основная задача состоит в том, чтобы оперативно и адекватно реагировать на вызовы, постоянно возникающие в системе образования.

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THE ROLE OF DISTANCE LEARNING TECHNOLOGIES IN THE FORMATION OF COMMUNICATIVE COMPETENCE IN TEACHING A FOREIGN LANGUAGE

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ABSTRACT
The article discusses ways of implementing the educational process for students of universities in an electronic informative educational environment. This direction is promising for the formation of communicative competence in teaching a foreign language.

Key words: distance educational technologies, the formation of communicative competence, teaching a foreign language, educational platforms, online courses.

Currently, the implementation of the educational process for university students in an electronic informative educational environment is a promising direction of teaching a foreign language.

The information and educational environment is understood as a unified uniform information and communication educational space, which is based on a technological platform, and also includes educational, pedagogical, administrative and technical personnel that ensure the functioning of this environment. At the same time, the information and educational environment today does not replace, but complements the traditional educational space of higher education organizations [1.p.10].

The combination of distance and traditional means in teaching students makes it possible to make the process of forming communicative competence as effective as possible and focused on high professionalism. The emergence of blended learning practice is gaining popularity.

The demand for courses on educational platforms has grown significantly lately. Many trainees were introduced to online formats for the first time. Until now, teaching students in the online format was represented, as a rule, by technical specialties, but general isolation has shown that training in almost any discipline can be transferred online.

The specificity of distance learning is such that students, using special programs, can interact with the teacher online, communicate with each other through chats and forums, perform tests and automatically receive the results of checking assignments with the teacher's assessment and comments.

The open education platform of Tyumen Industrial University invites students to undergo training using modern educational technologies. MOOCs are a relatively new e-learning format with the goal of making education accessible to all. Most online courses have a mobile app and can be opened and started anywhere and anytime, allowing you to plan your training schedule in advance. In addition, students have the opportunity to complete the course faster thanks to their individual pace of work.

Coursera is an educational platform presented by the world's leading universities. Students have the opportunity to choose for themselves courses aimed at the formation of professional foreign language competence. The course "Oil and Gas Operation and Technology" was chosen by the students of the Higher School of Engineering of Tyumen Industrial University, and the course "Supply Chain Logistics" is recommended for training for students enrolled in the profile "Logistics and Supply Chain Management". Courses are presented in English with subtitles. Online courses include video lectures, text lecture notes,

homework assignments, final tests, and exams to test course mastery. Various forms of control help to assess the student's knowledge from different angles, and their number allows for intermediate certification in automatic mode. During the period of general isolation in case of successful completion of the course, the student has the opportunity to submit the received certificate to the directorate of his institute in order to transfer the course. To successfully complete the course and gain knowledge in full, students note the following key elements:

1) Designing lectures in the format of mind maps . Students include pictures from the slides in the mind map and cross-reference definitions of terms and new concepts. Thus, the processing and analysis of information, alignment of the studied material in a logical sequence contributes to the formation of linguistic competence. In the future, such a lecture notes helps to give the correct answers to intermediate tests and final exams.

2) Use and storage of all materials in a structured folder. This material is necessary for passing the exam at the end of the course for which you can use any sources, but, as students note, 50-60 percent of the questions are related to the practical application of knowledge and the synopsis helps.

These unique opportunities actually create all the conditions for organizing a modern educational process in the format of distance learning.

It should be noted that the use of new modern distance learning technologies, in particular, the passage of courses by students on international educational platforms, contributes to the formation of communicative competence. The communicative approach involves teaching communication and developing the ability for intercultural interaction.

The use of telecommunication technologies in foreign language classes forms and improves language communicative competence. The components of communicative competence are:

- speech competence (improving communication skills in four main types of speech activity: speaking, listening, reading and writing; the ability to plan your speech and non-speech behavior);

- discursive competence (the ability to build one's own statement in accordance with a given communication situation);

- linguistic competence (phonetics, vocabulary, grammar, development of skills in operating linguistic units for communicative purposes, knowledge of a certain vocabulary and syntactic rules, the ability to use them to build coherent statements);

- socio-cultural competence (knowledge about the socio-cultural specifics of English-speaking countries, the formation of the ability to highlight the general and specific in the culture of the native country and the country of the target language);

- compensatory competence (the ability to get out of the situation in the face of a shortage of language means when receiving and transmitting foreign language information);

- strategic competence (the ability to use communication strategies in verbal and non-verbal communication in order to compensate for unfamiliar linguistic material);

- educational and cognitive competence (development of general and special educational skills, allowing to improve educational activities for mastering a foreign language, to satisfy with its help cognitive interests in other areas of knowledge) [2.p.560].

Thus, distance educational technologies open up new opportunities for the development of communicative competence in teaching a foreign language.

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МЕТОДИКА ОБУЧЕНИЯ СТУДЕНТОВ ПРИЕМАМ КОРРЕКЦИИ ЗВУКОПРОИЗНОШЕНИЯ ПРИ ДИСЛАЛИИ.

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METHODS OF TEACHING STUDENTS THE TECHNIQUES OF CORRECTION OF SOUND REPRODUCTION IN DYSLALIA.

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