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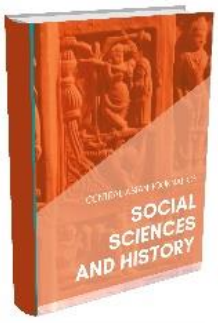

Distance Technology Model for Teaching English Grammar to College Students

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Abstract:
The theoretical model of distance learning technologies in teaching English grammar to college students necessitated its practical development. This development should contribute to the effective implementation of distance learning technologies in teaching English grammar, but also provide an opportunity for the development and improvement of cognitive processes, personal qualities, professional skills of the student, attentiveness, observation, independence, self-control, introspection of their activities.

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Introduction

The model allows to consider an object as a single structure. A model is a «... system in which the object of research is intellectualized or materialized, the mastery of which allows us to replace the understanding in such a way that we get new information about this object» [1].

In pedagogical science, the modeling model is substantiated in the works of G.M. Kodzhaspirova [2] V.V. Kraevsky [3], V.P. Bederkhanova, P.B. Bondarev [4], V.P. Bespalko [5], V.I. Mikheyev [6], V.M. Monkov [7] and etc.

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The problem of applying models in psychological and pedagogical conditio роли учебного средства ns is studied in the works of L.P. Kachalov [8], V.A. Yakunin [9], V.V. Davydov [10], N.G. Salminoy [11], G.P. Lavrovitsky [12].

Demostrated that models can execute illustrative, translational, explanatory, predictive, gnoseological functions. For example, when students make various models of the studied phenomena, modeling also serve as a learning tool and a way of summarizing the educational material and presenting it in folded form.

Furthermore, modeling of educational material is quite widely used for its logical ordering, construction of semantic schemes, and presentation of educational information in a visual form and on the basis of figurative associations with the help of mnemonic rules.

Scientific model - is an intellectually presented or materialized system, that adequately displays the object of research and is able to replace it in such a way that the study of the model provides new information about the object. Modeling - method of model creation and research [13].

If we reveal the essence of the concept of «model», it is an artificially created object in the form of a scheme, physical constructions, sign forms or formulas, which, being similar to the object (or phenomenon), displays and reproduces in a simpler and generalized form the structure, properties, relationships and relationships between elements of this object [14].

Thus, A.E. Kononyuk, speaking about the role of the model in the process of cognition, analysis of the situation, draws attention to its properties to replace the «real object (system), retaining some of the most important features of its study and allowing to obtain new information about the object in the process of study» [15].

This means that the goal for which the model is built is always decisive: it is the goal that influences what properties of the simulated phenomena and processes are significant and what is not.

In particular, the model can serve as a means of identifying patterns in the development of the subject of the study (in which case, taking into account the factors that this development determines) can serve as a benchmark (defining the original properties desired for the modeler), or concentrate on presenting the features of the implementation of dynamic processes.

In turn, in the educational and scientific literature there is no single option of systematization of models based on the definition of their presentation. Some authors subdivide material models into natural, physical and mathematical [16]; others refer to varieties of material models in full-scale, quasi-zinature, scale and analogue [17].

Ideal models can also be grouped in different ways: for example, relational, hierarchical and network models are distinguished [18]; There are also classifications that divide information models into verbal, graphical, tabular and mathematical [19]; descriptive, formal, and chromatic [20].

According to the types of distance learning, the objectives, content, organizational structure, forms and methods of training, system of diagnostics and evaluation of results are established, that is, a didactic system is built. In addition, in each case, a system of distance learning is built. The selected type of distance learning allows the organizers of the educational process to plan the relationship between face-to-face and distance learning, which is called the author’s degree of distance learning, in the dynamics of its development.

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However, we note that the models discussed above do not specify such characteristics of distance learning as the type of communication, synchronicity of interaction and its periodicity, possibilities of information and educational environment, through which interaction etc. Not highlighting these conditions, in accordance with the above-mentioned models, it is inappropriate to talk about the possibility of building a didactic and especially methodical system.

Methods and materials

The analysis of scientific literature, the direction of our research led to the development of a model of remote technologies in teaching English grammar to college students. The proposed model isn't intended to be comprehensive. However, the mechanism of its practical application in our opinion is universal, as it provides effective learning of English grammar, contributes to the development of cognitive, personal and professional potential of college students.

When developing the remote technology model in teaching English grammar to college students, we took into account the requirements for any model - focus, establishing the relationship of its parameters, structure and content with the goal set, with expected result.

In this regard, the model developed by us includes the following structural components: objectives, tasks, interaction of teacher and student, content, principles, technologies, form of training, structure of information acquisition, results. The relationship of the structural components of the remote technology model in the teaching of English grammar to college students.

In its creation, pre-differentiated methods were used (theoretical analysis of psychological and pedagogical, methodical and mathematical research; monitoring of the educational process in the college and teacher training institutions; conducting surveys among students; analysis of the performance of students; self-evaluation of students, questions and answers), guided by materials passed quantitative and qualitative analysis.

One of the main elements of the model of remote technologies in the teaching of English grammar is the interaction of the teacher and the student of the college as personal and educational. The teacher is one of the main figures in the professional training of young professionals, so the content and level of organization of the educational process depends on the productivity of this training. The organization of students' educational activities has a pronounced function of its management. Therefore, the pedagogical activity of the teacher at the college today is considered as an organizational and managerial activity aimed at understanding the consciousness of the student.

The essential point of the teacher's work is communication and understanding of the student's condition. Understanding means systematic becoming on his inner point of view, understanding from within another person, i.e. working with his consciousness [21]. The interaction between teacher and student for the development of their personalities has great potential. As noted by S.D. Smirnov, the best pedagogical practice has long moved the educational process to the level of interpersonal relations in the full sense of the word, i.e. transforms it into interaction, dialogue as sources of personal growth of both participants [22].

In our research work we consider the unity of motivational, informative, operational components in the construction of a model of remote technologies in teaching English grammar to college students. These components have made it possible to identify the main criteria and indicators for the degree of distance learning in English grammar teaching.

The motivational component is characterized by the use of remote technologies in teaching English

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grammar to college students, increasing interest, involvement in active activities. In general, increasing the motivation of students is always one of the main tasks of the teacher. Motivation is the processes that determine the movement towards a goal, these are the factors that influence the activity or passivity of behavior. The main element of motivation is the inducement - the behavioral manifestation of satisfaction of one's needs [23]. It is motivation that causes purposeful activity, determines the choice of means and techniques, their ordering to achieve the goal. When students start to study a foreign language, there is a high level of motivation, but later interest greatly weakens. The reason seems to be this: the teaching is knowledge, you can't oblige the student to know anything, it can be interested.

Therefore, the problem of motivation is the main one at all stages of learning a foreign language. The teacher must be aware of the full range of motivational tools and techniques to achieve the main goal of learning a foreign language. To date, motivation of students in the context of distance learning is quite relevant, as the effectiveness of the student directly depends on how high his motivation. Students with a high level of professional motivation are directed to educational and professional activities, to the development of self-education and self-knowledge. Students with low motivation are indifferent to the learning process. At best, students are cognitive at the level of prevention of claims by the teacher. At worst, they seek to replace their own manifestation of knowledge with the material equivalent.

The content component includes the methods of remote technologies in the learning process: curiosity, education, competence in active activities. The content component includes such aspects as mastering oral and written, monological and dialogical language, ability to create various messages in oral and written form, ability to participate in dialogue and polylogue, knowledge of English grammar in the educational process of distance learning to carry out communication. To date, distance learning opportunities for students are diverse with multimedia technologies available and widely used in education. Examples of such technologies include e-mail, network conferences, chat rooms (Messenger, ICQ), videoconferences. Based on the analysis of the above technologies, it can be concluded that they contribute to the formation of content components.

The activity component - self-development of students in self-development in the teaching of English grammar, as well as the result of distance learning learning in active activity is manifested in the ability to creatively apply in practice. The activity component characterizes the self-assessment of distance learning, as well as general manifestations of problem solving in teaching English grammar to college students using information technology. The activity component is closely related to motivation in the educational process of distance learning, as the evaluation of distance learning itself should be motivated to improve the relevant knowledge, skills and skills. In addition, a modern specialist should be able to navigate a wide range of distance learning issues, determine which information technologies are worthy of a particular position of professional activity. The conducted analysis is characterized by the use of remote technologies in the teaching of English grammar by subjective properties that contribute to the construction of whole processes, ranging from setting goals to the analysis of the obtained results, the main condition for the successful application of information technology for the use of remote technologies in teaching English grammar to college students.

Results and discussion

The analysis of scientific works showed the significance of the features of the subject of the use of

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remote technologies in the teaching of English grammar to college students.

These criteria and indicators are determined by the following levels of specificity of the use of remote technologies in teaching English grammar to college students (high, medium, low).

High level. The student, possessing a high level of knowledge necessary for the use of remote technologies in the teaching of English grammar, creatively inventing appropriate types of professional activity, confident in his introduction into the practice of educational activities, active, self-fulfilling, with fully formed self-organization and evaluation.

Average level. A student who has at a sufficient level of knowledge necessary for the use of distance technologies in teaching English grammar, inventing the relevant types of professional activity, which has moderate activity of introducing educational activities into the practice of educational activity, self -realized, not fully formed by self -organization and evaluation.

Low level. A student who has mastered the basic level of subject knowledge on the use of distance technologies in teaching the grammar of the English language, acting in accordance with strict observance of a given model, who could not implement it in the experience of educational activities, which did not form self -organization and evaluation.

Thus, an important role in the use of distance technologies in teaching the grammar of the English language of college students plays its active participation in information activity, independent development of means and methods of information technology. Information activity, specially organized by students with the dissemination of means and methods of information technology, is aimed at developing their personal experience, increasing the level of formation of all competencies. The use of distance technologies in teaching the grammar of English of college students not only helps to improve the quality of their education, but also creates the conditions for improving their capabilities in the formation of educational institutions. For this, it is necessary to effectively organize the learning process with the use of distance technologies (computers of a new type, telecommunications, virtual environment and multimedia technology).

Conclusion

Summarizing the foregoing, it should be noted that the theoretical model of distance technology in teaching the grammar of the English language of college students determined the need for its practical development. This development should contribute to the effective implementation of distance technologies in teaching the grammar of the English language, but also provide an opportunity for the development and improvement of cognitive processes, personal qualities, professional skills of the student, attentiveness, observation, independence, self -control, and introspection of their activities.

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