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**METHODOLOGICAL ASPECT OF INFORMATION TECHNOLOGY  
INTEGRATION AND ITS IMPLEMENTATION IN DISTANCE LEARNING  
OF ENGLISH AS A FOREIGN LANGUAGE**

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**Abstract:** The paper considers methodological aspects of information technology integration in teaching English as a foreign language (EAFLE), introduces new concepts and terms for their use in computer-based linguodidactics, draws attention to some problems of practical language teaching methods, presents various characteristics of pedagogical and infocommunication technologies used in teaching English as a foreign language.

**Keywords:** linguodidactics, methodological aspect, information format, infocommunication technologies, distance learning.

Progress in the development of technical means and technologies of language learning, the educational paradigm, in the center of which today is the learner and global information resources, must find ways and have practical levers of their synchronization, including in the field of teaching English as a foreign language. The problems of maintaining a high level of language learning efficiency are solved within the framework of integration processes by promoting the basic foundations of practical

methodology into new conditions of organizing training, which involves the use of modern information technologies based on theoretical search in solving integration problems.

The purpose of the work is to highlight the methodological aspect of the introduction of information technologies and their integration in distance learning at the EAFL.

Computer learning technologies determine one of the directions of development of the methodology. The works of Borys Grinchenko Kyiv University consider the development of computer linguistic didactics in several stages: from the use of training programs in the 50s to modern cognitive-communicative approaches. Thanks to information and communication technologies, such as multimedia and cloud technologies, an innovative educational environment is created that contributes to more effective language learning and the use of technologies in the educational process [1; p.37]

When characterizing the content of learning in the concept of language teaching, which is focused on the formation of communicative competences in students, it is necessary to name a number of didactic requirements that computer-aided learning (CAL) must meet, which must provide: a variety of forms of presentation of language units being studied; the use of technical means for presenting the material; the display of language phenomena in dynamics; variation of the language content of tasks; the presence of special types of tasks that cannot be completed without a computer; the ability to review, analyze, and correct errors; individualization of learning, etc..

The teacher who uses the CAL is well aware of the difficulties that these requirements cause. If they are ignored, this leads to methodological problems in the practical organization of EAFL training using information and communication technologies (ICT).

V. Bykov also points out the methodological problems associated with the introduction of computer technologies into the educational process. The author

primarily foresees the emergence of new ICT-oriented pedagogical and educational technologies, the latest teaching aids, the creation and use in pedagogical systems of a modern computer-oriented educational environment, the gradual formation and development of a computer-technological platform of the information educational space, electronic educational resources - EER, their collections (as a synonym - collections of digital educational resources) and network services that fill the information and educational space with content and procedurally support [2; p.516]

Computer devices, educational programs, educational dictionaries, programs and multimedia presentation tools are constantly being improved, finalized, updated, specialized computer teaching aids are being introduced, which are developed based on the requirements of didactics. An example of such computer tools, along with electronic complex teaching aids, electronic textbooks, training courses, testing systems, etc. can serve as an electronic interactive whiteboard.

The conditions for learning a language in electronic format, which necessitated a new methodological organization of EAFL training, developed as computer-aided learning tools were introduced and electronic training systems were deployed on this basis. Distance learning systems that included electronic means of communication were the first full-fledged electronic training systems. Initially, the features and advantages of the electronic format of training were clearly manifested in distance learning forms.

For distance learning EAFL and the use of information technologies in this process, it is necessary to consider some aspects of their research in electronic learning.

The need for educational communications in EAFL training has always existed. For example, in correspondence training, these communications were carried out by mail: delivery of educational and methodological materials, learning management, control. In distance learning, such educational activities are implemented using electronic software, that is, in electronic format.

The introduction of e-learning into the field of EAFL has given rise to a number of new problems for the practical methodology of language teaching [3; p.169].

The first of these, which can be associated with the transition to a market economy, should be called the commercialization of the field of EAFL teaching. The methodology began to be determined by two necessary progressive factors: the intensive development of information technologies and the formation of a market for educational services with fierce competition in this market [4]. The inclusion of information technologies is also associated with additional financial costs. The development of the global network and web technologies turned out to be a priority in this competitive struggle and made the Internet not only a source of information, a tool for educational activity, but also a part, a way of life for both students and teachers. This advanced web technologies into the field of educational services. The issue of optimizing the use of Internet resources to solve EAFL teaching tasks has become all the more significant. This situation is one of the consequences of the commercialization of education.

It is obvious that effectively managed e-learning is one of the most serious factors of innovative development of modern education as a whole.

One of the most important tasks that are currently facing the methodology of teaching English as a foreign language in the context of the active use of information and communication technologies in the educational and pedagogical process. The determining factor for successful progress in this direction is the work on the integration of information and pedagogical technologies in the field of teaching English as a foreign language. The practical absence of targeted research on this topic, where the problems of introducing information and communication technologies into teaching English as a foreign language would be primarily determined by solving the problems of integration (inclusion) of traditional pedagogical technologies into the modern field of ICT, indicates the urgent need to develop a methodology for such integration.

The study considered the methodological aspects of the process of integrating computer and pedagogical technologies in teaching EAFL, considered new concepts and terms for use in computer-based linguistic didactics, including the concept of information format in teaching EAFL. The work draws attention to some problems of practical language teaching methodology, which gave rise to the introduction of electronic teaching in the field of EAFL. Various characteristics of pedagogical and infocommunication technologies used in teaching EAFL are presented. The problems of integrating infocommunication and pedagogical technologies of teaching EAFL in electronic format are also considered. With the emergence of electronic format as a new phenomenon in computer-based linguistic didactics, new problems in methodology have emerged that are associated with teaching EAFL in these conditions. They undoubtedly require further research.

The materials considered in the work, the issues of the theory and methodology of integrating computer technologies in teaching EAFL are designed to help researchers, methodologists and teachers of EAFL to successfully solve the tasks of intensification of the educational process, and the implementation of the methods in practice will contribute to increasing the level of effectiveness of EAFL teaching in the conditions of informatization of this sphere of education.

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