

Distance Learning of a Foreign Language in the Context of Neuropedagogical Factors

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Abstract: *The relevance of the article lies in the fact that in our time, the organization of distance learning when learning a foreign language is extremely relevant.*

The purpose of the article: to find out the main terms and forms of distance learning; consider the features of online education; explore platforms for the convenient organization of online learning; highlight the advantages and disadvantages of distance learning when learning a foreign language as an aspect of neuropedagogical training.

Work methods: compare the analysis of literary sources on the research problem; to systematize the researched; compare the benefits of distance learning.

The novelty of using mobile technologies, which is extremely effective and necessary when learning a foreign language online.

Results: synchronous, asynchronous and mixed learning are distinguished among distance learning forms. E-learning is a basic form that has both advantages and disadvantages. Blackboard is widely used among e-learning platforms.

Conclusion: the role of the teacher who uses interactive forms of learning for mobile learning has changed. The Internet provides a wide selection of modern materials for learning a foreign language. Students and teachers accept online education with desire and interest, increase their information and communication competence. Physical activity is necessary for long-term work on educational platforms.

Keywords: *Online, synchronous, asynchronous, distance education, virtual class, mobile learning, neuropedagogy.*

How to cite: Lakhmotova, Y., Sadovets, O., Orlovska, O., Martynyuk, O., Myroshnychenko, V., & Lebedieva, L. (2024). Distance learning of a foreign language in the context of neuropedagogical factors. *BRAIN. Broad Research in Artificial Intelligence and Neuroscience*, 15(1), 105-121. <https://doi.org/10.18662/brain/15.1/539>

Introduction

Internationalization, that is, the world of higher education, is changing in higher education institutions. Internationalization is a key vector in institutions of higher education in developed countries, which improves academic quality, increases the source of income, attracts staff and graduates. Internationalization includes 7 main issues: "mobility, knowledge transfer, collaboration, competition, national policies, teaching content, learning, institutional strategies, and the mutual influence of higher education systems" (Ghani et al., 2022).

To begin, let us clarify the essence of the concepts of "distance education", "asynchronous mode", "synchronous mode", "online learning", "virtual classroom", and mobile learning".

In the Regulation on distance learning, Tabachnyk (2013) presents the definition of "distance education" - it is an individual process of acquiring knowledge, skills and abilities, organized at a distance by the participants of the educational process, through the use of psychological and pedagogical and information and communication technologies".

The same document explains the essence of the term "asynchronous mode" - "interaction between subjects of distance learning, during which participants interact with each other with a delay in time, while using e-mail, forum, social networks, etc. (Tabachyk, 2013)".

In Tabachyk (2013) we also find the definition of "synchronous mode" - "interaction between subjects of distance learning, during which all participants are simultaneously in a web-based distance learning environment (chat, audio, video conferencing, social networks, etc.)".

According to Dotsenko et al. (2021), "online is the state of a subject or object that at a particular moment has access to the Internet in real time."

"A virtual classroom is a community of two or more people (education applicants and teachers/ tutors) present in a virtual classroom who, according to a chosen learning goal, perform learning activities (including instructional communications) in the virtual learning system environment" (Dotsenko, 2021).

As defined by Dotsenko (2021), "mobile learning is the ability to receive learning materials on personal devices and perform certain actions with the learning material to assimilate them".

Neuropedagogy and its use in learning foreign languages

Today, mastering one or more foreign languages is considered an urgent necessity in the life of every young person, the main prerequisite for obtaining a prestigious job and building a successful career. If it is not possible to learn foreign languages in a natural environment, this task should undoubtedly be performed by educational institutions.

Compulsory study of a foreign language depends on the circumstances of each individual country. In connection with the growing needs of the national, in the future digital, economy for specialists who know one or more foreign languages, necessary for the successful implementation of professional activities, more and more attention is paid to the teaching of foreign languages. According to state educational standards, a foreign language is mandatory for study in secondary and higher education. Knowledge of at least one foreign language is a vital necessity, as most employers require applicants to be fluent in a foreign language. The earlier you start learning languages, the higher the probability of achieving maximum success in mastering the spoken language. That is why most parents welcome the introduction of foreign language learning in elementary school or even in preschool on an optional basis.

Mastering the foreign language of the specialty at the basic level of mastering a general foreign language is a necessary condition for the realization of creative, technical and scientific potential, as well as career growth. Learning foreign languages is becoming more and more popular, new textbooks enriched with audio and video materials, colorful illustrations are constantly being released, but, unfortunately, the price of these textbooks is quite high. Many language schools offer a variety of "guaranteed" courses, including intensive courses aimed at "acquiring excellent language skills in the shortest possible time". The traditional triangle "teacher - textbook - student" is replaced by new forms of organization of the educational process:

- Alpha-level training, based on the stimulation of brain waves with light and sound, which improves the ability to learn and remember;
- the method of R. Callan, which consists in learning a foreign language through immersion in the language environment with minimal use of the native language. The basis of the method is the dialogue between the teacher and the student, which develops his reflexive reaction, automatism and the ability to think in another language;
- the "Genki" method (the Japanese word means "cheerful, lively, energetic"), which allows overcoming the language barrier by involving

students in the game, creating an entertaining atmosphere, implementing communicative and person-oriented approaches;

- electronic learning (eLearning), which involves the wide use of information and communication technologies;

- Suggestopedia, proposed and based on the use of suggestive techniques in a game form to activate the subconscious and supermemory against the background of specially selected musical accompaniment;

- a direct method, which consists in establishing a direct connection between words and grammatical forms of a foreign language and their meaning without using the native language;

- distance learning, which is based on online instructions and requires high student motivation;

- Berlitz's method, E. Doron's method, etc.

In the 80s of the 20th century, a new direction in education appeared, which was called "neuropedagogy". Neuropedagogy is a certain connection between neurosciences (neuropsychology, neurophysiology, neurobiology), didactics and psychology. It is devoted to brain research and offers effective teaching and learning methods based on the results of this research. The essence of neuropedagogy is to organize and improve the quality of learning based on knowledge of the structure and functions of the brain, sensory preferences, differences in the functions of the brain hemispheres, learning styles, reactions to stressful situations, and various types of memory. Neuropedagogy looks at various aspects of learning in a new way, paying special attention to the student's personality type and level of motivation. This is the science of organizing the educational process based on the latest knowledge about brain activity.

Although the application of neuroscience in pedagogy has not been sufficiently studied in the past, in the 21st century the use of neuropedagogy in education is becoming increasingly popular and is considered by many experts as a revolution in education. The results of research on brain activity became the subject of scientific articles devoted to the teaching of foreign languages, which allowed a new look at education, the student's personality, motivation to learn foreign languages and the acquisition of language competence. The individual abilities of the student are of primary importance in neuropedagogy, as they are the basis of the process of personality development and expansion of cognitive horizons.

The left hemisphere of the brain is the center of analytical thinking, language and logic. The right hemisphere is responsible for synthetic thinking. It reflects the possibilities of our imagination and creativity. Using the right hemisphere, we are able to perceive color, images, music and

rhythm. It is the center of our emotions. When learning new words, the left and right hemispheres of the brain work in parallel. Verbal information goes to the left hemisphere, and the accompanying image goes to the right. When the two hemispheres work simultaneously during learning a foreign language, certain speech patterns are formed that speed up the process of memorizing and slow down the process of forgetting new words. New vocabulary is fixed in memory, and then automatically and naturally used in speech. At the same time, the right choice of textbooks is very important, so that both channels of perception - visual and auditory - are involved in the learning process. Thus, one should not forget about good acoustics and lighting in the auditoriums, high-quality printing of the handout and the absence of additional noise in the listening materials.

In the process of learning, neural networks are formed, in which the so-called synapses are of particular importance - specialized areas of contact between the processes of nerve cells and other excitable and non-excitable cells, which ensure the transmission of an information signal in the form of pulses. With age, the perception of impulses slows down. A student can study hard, but information is processed slowly and remembered longer, which slows down the entire learning process.

Emotions are also important in the learning process. Our memory and motivation depend on our emotions, as we remember emotionally meaningful information better. Many teachers consider emotions to be one of the main components of successful foreign language learning. Emotions make our life brighter, improve memory, motivate and stimulate the learning process.

Progress in mastering a foreign language is purely individual. No brain is able to process information instantly. Personal experience and anatomical features of a person have different effects on the processing and evaluation of information. The question arises: how do we perceive new knowledge and experience and how do we interpret our perception? According to the testimony of people who know several foreign languages, it was the most difficult to learn the first foreign language. The process of mastering each subsequent language became easier and easier.

Research in neuroscience and psychology informs us about how we learn. There is no single, universal way of learning foreign languages. Each student is individual. Understanding how our brain functions during learning, what the mechanism of cognition is, and how neural networks are involved in processing different aspects of language.

Current approaches to desire level education

Anderson & Dron (2011) explored 3 generations of distance education. The first ancient generation is postal correspondence, the second generation is the emergence of interactive technologies: audio. Video, web conferencing and conference calls. Current information technology contributes to the dialogue in distance learning between teachers and students, that is, the so-called feedback is created. Therefore, the benefits of digital learning are student interest; notification of learning objectives; stimulation about repetition of known material; presentation of stimulating material; involvement of students in the organization of work; learning performance; feedback; performance evaluation; empowerment of learning.

In the study Sucuoğlu (2017) notes that today's approaches in the postmodern society are focused on "communicative, constructive, reflective, web-based, mixed, neurolinguistic, cooperative programming. The communicative approach focuses on speech development to support authentic adaptive constructions. Applicants must understand the importance of correct pronunciation and development of their own speech. During the online forum, applicants should use online resources and communicate with students to change, develop. Improve communication skills. This work builds some cooperation, improves writing skills, and helps improve vocabulary. Internet resources motivate students to learn the material and maintain constant interest. Reflexive learning strategies contribute to a better understanding of the language: Applicants' diaries, self-assessment tools, peer evaluation. Thus, personal assessment helps applicants to find out gaps or vice versa of knowledge, to trace the progress in learning. E-learning through the use of interactive media helps set up collaboration between participants and organizes direct communication. Blended learning allows the educator to change the way they teach, so that students with high levels of knowledge can be given more knowledge, and weaker students can be helped to level out through gaps in knowledge. For cooperative learning, peer collaboration is the main aspect. Content-based learning is the primary approach that clearly aligns the theme, purpose, goals, and learning outcomes. Digital technology and new current methods of communication promote communication between students, during which they express their thoughts, correct their mistakes, listen to the thoughts and ideas of others, discuss the problem, and accept the results. Of course, the success of learning depends not only on the forms of learning, but also on the motivation and desire to learn from the applicants, the professional development of the teacher and organize joint interaction with applicants (Melnik et al., 2019).

Lototska and Pasichnyk (2020) discuss the peculiarities of online learning. The main forms of online communication are video conferencing, forum, chat, blog, e-mail, and questionnaires. Among the common web resources for organizing distance learning is the Moodle platform, which provides a wide range of tools for use: creating various learning exercises and tasks, holding discussion forums, the ability to submit new material in different forms, keeping an electronic journal; messaging; calendar of events; news; testing. Google Classroom platform allows for online learning, taking tests, monitoring, reviewing answers, writing comments, grading works. The Zoom platform is an affordable and easy service that allows you to work with an interactive whiteboard. You can connect to the online meeting on your computer, tablet and smartphone. Video conferencing can be conveniently organized in Microsoft Teams, Google Meet, and Skype. For evaluation, Classtime, LearningApps.org, etc. are handy tools.

Learning a foreign language is considered a great exercise for the brain. Until recently, learning foreign languages was considered a privilege of the younger generation, but in the last few years there has been an increase in interest in learning foreign languages among representatives of the older generation. A seventy-year-old active person who is eager to learn often achieves greater success in mastering a foreign language than a less ambitious twenty-year-old student. Therefore, age is only one of many variables, such as, for example, previously acquired knowledge, life experience and motivation. However, there are several aspects that teachers should consider in their work. While many young adults develop their own language learning strategies, the middle generation has a broad base of knowledge and experience to draw upon as they learn. They prefer cognitive learning, are more creative and free in communication

Fadhilah et al. (2021) and Prahani et al. (2022) discuss the organization of distance learning. The authors point out that distance learning should be adaptable and changeable, permanent, but also flexible so that it can be adjusted to unpredictable conditions. The COVID - 19 pandemic that erupted in the spring of 2020 around the world forced most educational institutions to switch to online learning. It turns out that the main requirement for educational applicants in this form of learning is the desire to learn, to be organized, self-disciplined, responsible, and independent.

Perveen (2016) distinguishes 3 forms of learning: synchronous, asynchronous and mixed. Synchronous learning is the interaction in time of the teacher and students. During asynchronous learning, the applicants themselves determine the time, the pace of material research. Blended

learning, or hybrid learning, is a combination of asynchronous and synchronous learning. During asynchronous learning, educators give applicants access to audio, video, lecture recordings, articles, presentations, and then they can work through the material at their own convenience. Applicants can reach a higher level because they develop divergent thinking during extended training. This form of learning is fully entrusted to the self-education of the applicant, promotes the development of critical thinking, deep thinking. Deprives the student of the fear of answering to the teacher. Asynchronous learning can also be a challenge for education applicants, as it requires self-discipline, patience, responsibility, activity to learn the material on their own. Voice and text chats allow the teacher to conduct electronic meetings, such as video conferences. During a web conference, the use of webcams in a virtual classroom helps to communicate, see each other, and work in real time over the Internet. Lesson recordings and materials can be stored in a digital library, and students can review as needed to better absorb the material. During communication, applicants can ask questions if they don't understand their homework. Responses during questioning allow the educator to assess the student immediately. The teacher's facial expressions, voice, and gestures promote deep interaction between the teacher and students. Of course, the synchronous mode of learning is organized by the teacher with the help of the media. In both synchronous and asynchronous language learning, both language strategies, teaching methods, and student comfort are important, because it makes up one paradigm that works for the student. Asynchronous e - language learning program promotes easier language acquisition, applicants easily construct competent and meaningful sentences.

When discussing distance learning, Dolidze (2013) points out that physical activity is necessary when working at a computer for a long time, which helps the brain to be active and focused. In addition, the authors emphasize that to teach beginners "live" spoken foreign language, intonation, manners is possible only with mixed learning, when distance and face-to-face learning are combined. The specific nature of the foreign language requires maximum off-line speech practice. The article identifies the advantages of distance learning a foreign language:

- convenient, you can perform tasks anywhere and at any time;
- helps to put self-assessment into practice;
- the teacher's ability to assess all education applicants in a short period of time;
- improvement of digital skills.

In order if there are children with different levels of learning in the virtual classroom, the teacher should place the task of different levels of complexity; additional materials on grammar, listening, speaking, reading, writing, videos for independent processing. These materials will help those students who want to improve their knowledge. In addition, an individualized approach should be used to teach students to take into account their level of learning, interest, and desire.

Almekhlafy (2020) reflects on the use of Blackboard during online learning in the COVID-19 era. The author notes that in the spring of 2020, it was difficult for university professors to connect with students because one of the reasons was stress, anxiety, and depression, which dissipated attention and concentration. In addition, there were technical difficulties, unpreparedness of teachers to implement distance learning. Among e-learning platforms such as Blackboard, WebCT, Moodle, LAMS, and SAKAI, Blackboard is common. This platform is better for both students and instructors because you can teach, manage content, and assess results. Blackboard is an accessible platform that allows for quick feedback, improved communication, and helps track the learning level of applicants. To work on this platform, there should be no technical obstacles and students and instructors should be prepared to work. The platform contains a portfolio, course content, has a virtual classroom, a discussion forum, assignments and tests, correspondence and assessment capabilities.

The use of innovative forms of learning a foreign language

Said et al. (2022) mentions the improvement in English language instruction. The author believes that the low level of student achievement is due to weak vocabulary. The reason is poorly effective forms of teaching, socio-economic environment, low motivation to learn and weak language skills, insecurity. Consequently, teachers should use current creative strategies to learn English vocabulary better. Online interaction in virtual classrooms and digital learning promotes better vocabulary acquisition, applicants better express their thoughts, think creatively. Demonstrate imaginative skills, improve coherent speech development, and remember long phrases more easily. A variety of design exercises and multimedia tools have a particular impact. Writing exercises and inspirational films contribute to communicative development. Among the strategies engaged in active forms of learning: game technology; project-based; visual; mobile; symbolic.

Researching English language teaching remotely, Kolyada et al. (2021) notes that the priority forms of learning a foreign language are independent work, group, individual lessons, which help to fully immerse

applicants in the language environment through audio courses, video meetings. But a prerequisite is a systematic training, learning the language rules, replenishment of lexical material. As we know, an effective form of learning is group classes in English. It should be noted that at the beginning of the COVID-19 pandemic, the introduction of distance education was hampered by a lack of computer equipment in higher education institutions, teachers and students. Nowadays, online learning is an everyday occurrence. E-learning has its advantages. With the help of a virtual whiteboard, the teacher can explain new material, correctly show the rules, record explanations, etc. Web-based program is convenient for collaborative work of education applicants and the teacher. In addition, interesting applications with boards - collages Pinnwand Padlet, on which you can attach photos, drawings, pictures, multimedia files. On this board the students write words, sentences, texts discuss, the results immediately can be written down. An interesting form of work is the untrained interpretation of sentences. Project-based learning should be noted, which helps to form a special way of thinking of education applicants through independent practical creative and research work. The student enjoys searching the Internet, designing a project, and later introducing the activity to fellow students. In this way, applicants show skill and knowledge of the English language, as well as demonstrate information and communication competence. During distance learning there is a reluctance to learn. This demonstrates the student is undisciplined, undemanding, and disorganized. The applicant begins to look for improvised reasons to justify themselves: the lights went out, the webcams broke down, the microphone did not work, etc.

The issues of mobile technologies for teaching English are covered by Onyshchuk et al. (2020), Honchar et al. (2021), Traxler et al. (2015). The article examines the essence of mobile or e-learning, which is both flexible, because applicants must make their own decisions when performing tasks created by the teacher. Mobile learning is shared because the tasks are collective. E-learning is augmented by reality, but is based on a physical context with audio and video content. Mobile forms of distance learning are game-based learning; assessment methods that education applicants can use on their cell phones; geographic distance between education applicants working simultaneously in sync; access to learning for students with special needs; time savings, as there is no need to travel to an educational institution. Among the disadvantages of informational learning is, for example, playing YouTube, Flickr blogs in a small screen on a small phone screen.

Separate aspects of the features of teaching English distance education are explored by Turchyn et al. (2022) and note that COVID-19 preferred the development of distance education. Distance learning allows the applicant of education with the help of space to learn the language, improve knowledge, develop cognitive abilities. The author emphasizes the usefulness of online courses as a multimodal, multicultural, multilingual space for students to create exercises, games for learning. During online learning, the educator's role also changes: he or she is now a facilitator, an advisor, a co-learner, an expert. Students learn the language by demonstrating their uniqueness, their skills, and the classroom is just a space for exploration.

Medynska et al. (2022) highlights the use of interactive technologies during distance learning. In the face of natural disasters and social crises, educational institutions continue to operate online, which means, as we can see, online learning becomes inevitable. Traditional teaching methods have exhausted their resources, so the student often becomes unmotivated to learn and interpersonal communication. Communicating in a foreign language is a requirement of the times. The use of interactive technologies during distance learning engages students in improving what they learn on their own. Digital media help improve traditional pedagogical forms and methods of learning, create a new educational space for learning.

Analyzing effective modalities in foreign language learning, Zakarneh (2018) notes that the adoption of distance education is increasing in Arab universities. E-learning in foreign language learning is based on photo editing, audio recording and editing, multimedia projects, video conferences, videos, presentations, collaborative teamwork and activities with dictionaries, websites, electronic portfolios. Active online learning creates a motivational environment in which social interaction, collaborative learning takes place. The author summarizes the benefits of e-learning:

- e-course is easier to evaluate than traditional teaching;
- communication between the teacher and the student takes place via email;
- accessibility of information;
- stimulating for the students;
- improving skills and providing opportunities to learn a language;
- accessibility, convenience, flexibility of learning;
- this form of learning is accessible to children with a slow pace of learning;
- freedom of space and access for students;
- easy adaptability to a variety of teaching methods;

- orientation to the educational aspirant;
- forces the student to be responsible, organized, collected;
- productive; mobile and global

Hazaymeh (2021) explores students' perceptions of distance learning. The author emphasizes that students liked online learning and performance in learning also became better. Thanks to information and communication technologies, i.e. flexible educational environment, students gained strong knowledge and have a high level of performance. In addition, the applicants increased their self-confidence, became interested in team cooperation, it was easier for them to perceive difficult material, improved their linguistic skills, developed punctuation, grammar and orthographic skills, improved their listening skills. Teachers were also eager to accept online learning, they were eager to try to diversify the educational process with modern informational teaching methods. The students communicated through chat forums, videos, and emails. The only obstacle to online learning was the temporary absence of the Internet.

The issue of using innovative technologies during distance learning in a foreign language is covered by Oliynyk (2014). At the present time in higher education there is a transformation of the role of the teacher, previously the main source of knowledge, and now it is a consultant, organizer, tutor, so there is a need to find more effective teaching methods. The author presents a classification of pedagogical methods and techniques for use during distance learning:

- student interaction with educational resources (self-study, with the help of audio, video materials, texts on the platform or on the Internet);
- individual learning (one student learning with the instructor or student-to-student learning using a gadget or email);
- instructor provides materials to students; applicants do not actively participate in the interaction;
- active interaction between all participants in the educational process.

A high degree of motivation, which is based on the desire to keep a job and get a promotion, is often considered a priority of the middle generation. The advantage of the elderly is the availability of a large amount of free time. They work hard, prepare carefully and have a sense of responsibility. If young people use knowledge of grammar, older students prefer a playful, communicative form of learning. Progress is slower. Frequent repetition is important for consolidating already acquired competencies. Older students prefer literal translation of texts, practicing their reading comprehension skills. Despite extensive life experience and

knowledge, it is difficult for them to communicate with communication technology, so it is necessary to allocate enough time to master each part of the curriculum. The principle of "small steps" applies here. Vocabulary, grammar and translation are studied simultaneously. It is also important to remember that each person has their own learning style and approach. It is believed that the brain is neuroplastic, since one of its characteristic features is constant adaptation to new conditions, a new environment. Every person is capable of learning throughout his life. The difference between children and adults is the speed of learning, which is very high in children, but decreases with age. However, adult learners can learn using their analytical thinking, which is not as developed in children.

Of course, online learning is modern, interactive, has a minimum of disadvantages, and a lot of advantages, which are listed by most researchers, but still it can not replace the "live" communication. As you know, the Internet is the absolute medium for effective foreign language learning. Motivation to learn a foreign language is a future professional, a competitive specialist who will be in demand in the labor market. The leading goal of learning a foreign language should be the development of communicative competence, the ability to communicate in the language, to understand the interlocutor, competently and clearly express his opinion. The form of work can be both individual and group and collective. Consequently, the potential of e-learning is rich and should focus on discussion, active mental activity and teamwork. Integrated learning approach in conjunction with digital technology and intensive foreign language teaching methods can contribute to fruitful learning of students and high performance.

Conclusions

The raised question "Distance learning of a foreign language in the context of postmodern space" is quite relevant now for teachers and students.

The analysis of domestic and foreign literature proves that the following researchers have worked on the raised problem: Oleynik (2014), Hazaymeh (2021), Zakarneh (2018), Medynska et al. (2022), Turchyn et al. (2022), Onishchuk et al. (2020), Traxler et al. (2015), Kolyada et al. (2021), Almekhlafy (2020), Dotsenko et al. (2021), Perveen (2016), Fadhilah et al. (2021), Prahani et al. (2022), Melnyk et al. (2019).

The article clarifies the basic terms and forms of distance learning; considers the features of online learning; investigates platforms for convenient organization of online learning; highlights the advantages and disadvantages of distance learning in learning a foreign language.

Novelty is defined - the use of mobile technology, extremely effective and necessary when learning a foreign language in the format of online learning.

Of course, among the distance learning forms there are synchronous, asynchronous and mixed learning. E-learning is the main form, which has both advantages and disadvantages.

As you know, the role of the teacher using interactive forms of learning for mobile learning has changed. The Internet provides a wide range of modern materials for learning a foreign language. Among the electronic educational platforms Blackboard is widespread.

Thus, students and teachers with a desire and interest in online learning, improve information and communication competence. By the way, during a long work on educational platforms physical activity is necessary.

We pay special attention to communication skills when learning foreign languages in order to be understood and communicate intelligently in a foreign language. In this regard, it is important that teachers are universal language models for their students, combining experience, modern teaching methods and authenticity of teaching materials. If a teacher does not know a foreign language well enough and does not know how to communicate in it fluently, he cannot teach at the appropriate level and motivate his students. On the other hand, it is necessary to take into account their individual characteristics. What are their real goals? How do they relate to a foreign language, to the culture of a particular country? It should be noted that in recent years, psycholinguists and theoreticians of language didactics of many countries have shown great interest in research in the field of neurodidactics. It seems that learning foreign languages using a special method based on neurolinguistic programming will allow you to master intercultural communicative competence in the shortest possible time, determined by the needs of production. Scientists who conduct similar studies want to help teachers implement training that takes into account the individual and age characteristics of the brain activity of students. They also emphasize the importance of the emotional component of the educational process, although they do not analyze the entire range of tasks facing the teacher. Thus, many issues of neuropedagogy related to the improvement of the educational process are still waiting to be resolved.

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