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PEDAGOGICAL CONDITIONS OF USING MULTIMEDIA TECHNOLOGIES IN THE PROCESS OF TEACHING ENGLISH AT A NON-LANGUAGE UNIVERSITY UNDER THE CONDITIONS OF DISTANCE LEARNING

Abstract: the article deals with the pedagogical conditions of using multimedia technologies in the process of distance learning of English for students of non-language higher educational institutions. The analysis of scientific sources on the study of the use of computer tools in the process of distance learning of a foreign language is carried out. The effectiveness of modern multimedia technologies in teaching English is substantiated and multimedia tools that significantly increase students' motivation and, as a result, the quality of their foreign language training are identified. The new possibilities of presenting educational material that open up to the teacher due to the introduction of multimedia resources into the educational process are highlighted. Considerable attention is paid to the role of feedback in ensuring effective interaction between student and teacher in the process of learning a foreign language in a distance format. It is noted that it is necessary to adhere to the principle of blended learning in the process of mastering a foreign language by students in the realities of distance learning, which also contributes to improving the quality and effectiveness of foreign language teaching. The most important pedagogical condition of distance learning of English is determined, which is the professionalization of training of future specialists. It is concluded that the digital format of multimedia technologies opens up new pedagogical opportunities for the organization of distance learning of a foreign language.

Key words: multimedia technologies; distance learning; pedagogical conditions; competence; feedback; subject-subject interaction.

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ПЕДАГОГІЧНІ УМОВИ ВИКОРИСТАННЯ МУЛЬТИМЕДІЙНИХ ТЕХНОЛОГІЙ У ПРОЦЕСІ НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ В НЕМОВНОМУ ЗВО ПІД ЧАС ДИСТАНЦІЙНОГО НАВЧАННЯ

Анотація: у статті розглянуто педагогічні умови використання технологій мультимедіа в процесі дистанційного навчання англійської мови студентів немовних вищих навчальних закладів. Проведено аналіз наукових джерел щодо вивчення питання застосування комп'ютерних засобів у процесі дистанційного навчання іноземної мови. Обґрунтовано ефективність сучасних мультимедійних технологій викладання англійської мови та визначено засоби мультимедіа, що суттєво підвищують мотивацію студентів і, як наслідок, якість їх іншомовної підготовки. Відокремлено нові можливості подання навчального матеріалу, які відкриваються перед викладачем завдяки впровадженню в учбовий процес мультимедіа-ресурсів. Значна увага приділяється ролі зворотнього зв'язку у забезпеченні ефективної взаємодії студента та викладача в процесі навчання іноземної мови у дистанційному форматі. Наголошується на необхідності дотримання принципу змішаного навчання в процесі опанування студентами іноземної мови в реаліях дистанційного навчання, що також сприяє підвищенню якості і ефективності навчання іноземної мови. Визначено найважливішу педагогічну умову дистанційного навчання англійської мови, якою є професіоналізація навчання майбутніх спеціалістів. Сформульовано висновок про те, що цифровий формат мультимедійних технологій відкриває нові педагогічні можливості для організації дистанційного навчання іноземної мови.

Ключові слова: мультимедійні технології; дистанційне навчання; педагогічні умови; компетенція; зворотній зв'язок; суб'єкт-суб'єктна взаємодія.

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Розширена анотація для ознайомлення з цією темою:
"Педагогічні умови використання мультимедійних технологій у процесі навчання англійської мови в немовному ЗВО під час дистанційного навчання"

Постановка проблеми в загальному вигляді та її зв'язок із важливими науковими чи практичними завданнями. У статті розглядаються педагогічні умови використання технологій мультимедіа в процесі дистанційного навчання англійської мови студентів немовних вищих навчальних закладів. Сучасна освіта все частіше апелює до дистанційних онлайн курсів із метою економії часу та навчального простору, адже вони не потребують використання приміщень та можуть бути доступні у будь-який час. Але, не зважаючи на такі переваги, існує багато проблем, пов'язаних із онлайн курсами. Це компетенції викладачів, доступ до інтернету, технічні засоби навчання та цифрові освітні платформи. На шляху інформатизації суспільства і всебічного поширення Інтернету стає зрозумілою актуальність використання мультимедійних технологій у навчальному процесі на сучасному етапі.

Аналіз останніх досліджень і публікацій, у яких започатковано розв'язання цієї проблеми і на які спирається автор. Проведений нами аналіз наукової і методичної літератури свідчить, що багато українських і зарубіжних фахівців досліджують шляхи впровадження інноваційних освітніх технологій у навчальний процес вищої школи, удосконалення методики викладання іноземних мов під час дистанційного навчання.

Виділення не вирішених раніше частин загальної проблеми, котрим присвячується дана стаття. Проведене дослідження не висвітлює всіх аспектів проблеми використання мультимедійних технологій у викладанні англійської мови в умовах дистанційного навчання, зокрема, залишаються недостатньо дослідженими педагогічні умови впровадження комп'ютерних технологій у викладання англійської мови в немовних ЗВО. Тому вважаємо актуальним і необхідним розглянути цей аспект проблеми.

Формування цілей статті (постановка завдання). Автори статті ставлять за мету розглянути та систематизувати педагогічні умови впровадження мультимедійних технологій в процес навчання англійської мови з урахуванням формату дистанційного навчання.

Виклад основного матеріалу дослідження з повним обґрунтуванням отриманих наукових результатів. Важливо, що для організації дистанційного навчання потрібна система управління навчанням чи система управління курсами, щоб розмістити необхідний контент. Контент завантажується до образу онлайн-заняття, викладачі зі студентами можуть ним користуватися. Однією з переваг дистанційних занять є гнучкість. Вони можуть бути повністю асинхронними, самостійно розміщеними, а також індивідуалізованими. Розглядаючи навчальний процес як, насамперед, інформаційну та комунікативну систему, ми погоджуємося, що її функціонування забезпечується через керування нею на підставі аналізу результатів зворотнього зв'язку. Згідно з сучасною моделлю сучасних технологій як засобу підвищення якості освіти зворотній зв'язок є базовим принципом успішного навчання. Емпіричні дані показують, що покращення суб'єкт-суб'єктної взаємодії підвищує індивідуальну мотивацію до вивчення англійської мови. Таким чином, використання інтерактивних завдань допомагає студентам спілкуватися та набувати нових метаумінь та метанавичок – універсальних компетенцій, які є основою для розвитку інших професійних навичок. Головна пере-

вага інноваційних технологій у процесі освоєння мов полягає у застосуванні мультимедіа для адаптації навчального матеріалу до необхідного рівня підготовки студента, його індивідуальних потреб. Впровадження сучасних досягнень у сфері мультимедійних технологій в освітній процес ЗВО дозволяє суттєво полегшити працю викладача, підвищити мотивацію до навчання, оптимізувати ефективність та якість педагогічного процесу.

***Висновки з даного дослідження** та перспективи подальших розвідок у да-*ному напрямку**. Проведене дослідження дозволяє зробити висновок, що цифровий формат мультимедійних технологій відкриває нові педагогічні можливості для організації дистанційного навчання іноземної мови. Перспективою подальших досліджень є аналіз зарубіжного та вітчизняного досвіду використання мультимедійних технологій під час дистанційного навчання англійської мови, а також експериментальна перевірка ефективності вибраних педагогічних умов.*

Problem setting. Modern education increasingly appeals to online distance learning courses to save time and learning space. Internet-based curricula do not require classrooms for training, they can be accessed at any time, and they allow students and teachers to work independently. Despite such advantages, there are many problems associated with online courses, on the solution of which the successful implementation of distance learning depends.

In addition, the coronavirus pandemic has put educational organizations before a choice: to stop implementing educational programs or to use multimedia technologies to ensure the transition to a distance learning format, which is based on ICT competencies of teachers, Internet access, multimedia technologies, technical learning tools and digital educational platforms. This trend has not bypassed the teaching of foreign languages to university students. In the modern world, the Internet has become the main component of not only everyday life, but also the educational process in general. Students perceive computer technologies with much more interest than ordinary textbooks and manuals. Ukraine aspires to enter the pan-European educational space, the prerequisite for which is the adaptation of the state education system to European requirements, as evidenced by the Law of Ukraine "On Higher Education" (2013, with amendments in 2017)[9], the Concept of Education De-velopment in Ukraine for the period 2015-2025 (2014)[10], the Strategy of Sustainable Development of Ukraine until 2030 (2017)[11], which emphasize that the modernization of higher education should ensure the effective training of leaders for professional activities. On the way of informatization of society and the widespread use of the Internet, the relevance of using multimedia technologies in the educational process at the present stage becomes clear.

Recent research and publications analyses. Our analysis of the scientific and methodological literature shows that many Ukrainian and foreign specialists are exploring ways to introduce innovative educational technologies in the educational process of High school, to improve the methods of teaching foreign languages at distance learning.

For example, various aspects of the introduction of innovative pedagogical technologies at the beginning of the XXI century were covered by I. Dychkivska, H. Kozlakova, V. Marihodov, A. Slobodianiuk, A. Shchukin. Interactive methods of teaching foreign languages were also studied by T. Melnikova, O. Pasichnyk. In particular, O. Pasichnyk considered modern teaching technologies as a means of self-realization of students in the educational environment of higher education institutions based on webquest technology.

Particular attention should be paid to the scientific developments of N. Shpakova,

who revealed in her works the formation of motives for learning a foreign language and students' positive attitude to the discipline.

Scientists N. Bilan, A. Bilotserkovets, B. Hrydneva, O. Digtyar, O. Matviyenko, Z. Osada, T. Tantsura, O. Tymofeieva studied various aspects of teaching foreign languages in non-language higher educational institutions, which is especially important for our study. In particular, Z. Osada and O. Matviyenko. analyzed modern methods and technologies of teaching foreign languages in technical universities; O. Digtyar and T. Tantsura - the use of multimedia tools for teaching students in English classes at a non-language university; N. Bilan – communicative method of teaching foreign languages; A. Bilotserkovets - the latest methods of teaching a foreign language for professional purposes; B. Hrydnieva – professional orientation in the training of a modern engineer by means of teaching a foreign language.

The issue of foreign language education for non-language higher educational institutions, which include technical higher educational institutions, has always been and is the cornerstone. The process of teaching English for technical specialties has certain peculiarities due to the different initial level of English-language training of freshmen; the number of academic hours allocated for the study of this discipline; the quantitative composition of groups. But the most urgent issue of today is to increase the level of motivation of students of technical universities to learn English. An important factor in solving this issue is the use of modern innovative information technologies in the teaching of High school students.

A large number of works are devoted to the problems of development and implementation of multimedia technologies in the process of teaching foreign languages (L. Sazhko, L. Maslak, E. Tymchenko, T. Trofimishyna, O. Chevychelova, etc.)

Theoretical analysis of the scientific literature (Z. Lassoued, M. Alhendawi, M. Boremchuk, S. Kozhushko, V. Nasonova,

A. Nisimchuk, E. Subotina, O. Tarnopolsky, P. Shpirko, O. Smolyanova, O. Pinchuk, V. Vovkotrub, Y. Zhuk, N. Dementievska, K. Obrizan, S. Yatsyuk, L, Sazhko, L. Maslak, T. Timchenko, T. Trofimishina, O. Chevichelova and others) shows that the use of multimedia technology to learn English digitally allows us to identify new pedagogical conditions that increase the effectiveness of learning.

The systematization of pedagogical conditions of distance learning of the English language allowed to determine the degree of development of didactic technologies on the issues under study.

The term "distance learning" has undergone a certain evolution, which is confirmed by the semantic field of this term, represented by the following concepts: "digital education", web-learning, online learning, e-Learning, etc. The emergence in different periods of synonyms for distance learning has determined the changes in the forms, methods implemented in the theory and methodology of learning English.

Based on scientific research, the term "distance learning" should be understood as a type of learning activity implemented by an educational organization through multimedia technologies and various types of educational resources that go beyond the limitations of time and space of the educational organization.

Identifying the parts of the problem unsolved in previous research. The conducted research does not cover all aspects of the problem of the use of multimedia technologies in teaching English under the conditions of distance learning, in particular, the pedagogical conditions of the introduction of computer technologies in teaching English at non-language universities remains underinvestigated. That is why we believe it is relevant and necessary to consider this aspect of the problem.

Paper objective. All the mentioned above provisions have determined the title of this paper "Pedagogical conditions of using multimedia technologies in the process of

teaching English at a non-language university under the condition of distance learning" and its main goal and systematize the pedagogical conditions of the introduction of multimedia technologies in the process of teaching English, taking into consideration the format of distance learning.

Paper main body. During distance learning, teachers and students interact indirectly. Organization of distance learning requires the use of appropriate technological support. Integration of heterogeneous types of information (video, graphics, sound, text, etc.) into a digital format defines the current stage of multimedia technology development.

It is important to note that for the organization of distance learning you need a learning management system or course management system to place the necessary content. The most popular platforms for classes in Ukraine, which provide the possibility of video conferencing, today are Zoom, Google Classroom, Microsoft Teams, Google Meet, Moodle. In addition, in some cases, the basis of such systems can be a course website, forum or blog. Content is uploaded to online classes and teachers and students can use it, communicate with each other or correspond with each other, exchange instant messages, use e-mail and telephone communication. Classes are based on training modules that make up a modular object-oriented dynamic learning environment. One of the advantages of distance learning classes is flexibility. They can be completely asynchronous (which means that teachers and students do not need to be present online at a certain time), self-paced, and individualized.

According to A. Vasilyuk, who systematized the experience of organizing distance learning in universities, elements of multimedia technologies become part of distance learning technologies and allow for feedback. To this end, students have the opportunity to use such VR/AR elements as emoticons, hand signals and other options - all the things that are actively used nowadays in social networks by young people.

The concept of feedback within different scientific approaches and directions has different content, but it is obviously one of the main elements of the functioning of any system. According to the generally accepted definition, feedback is the influence of the results of the system (object) functioning on the nature of its functioning. In the literature, you can find many approaches to the classification of models and types of feedback. Thus, depending on the type of system in which it is implemented and the functions it performs, there are reflex, behavioral, cognitive, cybernetic, communicative models. The pedagogical process, being a complex combination of processes of information exchange, knowledge acquisition, communication between its subjects, etc. can combine several models. Considering the educational process as primarily an information and communication system, we agree that its functioning is ensured through management based on the analysis of feedback results [4]. In pedagogy, feedback is a way to obtain information about the correctness or the degree of error of actions. During training, it functions in two directions: on the teacher and on the student, and has a controlling and educational nature, respectively. Feedback affects the pedagogical system as a whole, and its components in particular, under its influence changes occur.

According to the modern model of modern technologies as a means of improving the quality of education (Technology as Facilitator of Quality Education), feedback is a basic principle of successful learning. Thanks to it, students have the opportunity to put into practice what they have learned. It is necessary that after performing certain actions, the student receives detailed support information on how to do better. The information can come from the interactive curriculum, the teacher or fellow students. The effectiveness of feedback is determined by its frequency (the number of interactions with a task or person) and quality (the ability to identify specific, as well as correctable, errors and inconsistencies in actions or "mental models" behind them) [5].

The importance of the quality of feedback for distance students is due in par-

ticular to the fact that they are limited in the ability to ask for additional explanations on the tasks or comments of the teacher. Communication in the DL is indirectly mediated by technical and technological means, in the absence of quality feedback due to personal isolation, the student may have a feeling of uncertainty about the progress in the course, self-doubt, which will reduce motivation and negatively affect the entire course of the educational process.

So, the feedback is an inevitably important part of the learning process, and for the organization and functioning of distance education systems its importance increases.

Essential elements of the system of distance learning are the interaction between participants in the learning process, as well as the practical result of mastering the language, which is confirmed by the results of scientific research. K. Gildebrant emphasizes that multimedia technologies improve subject-subject interaction [3].

Empirical evidence shows that improving subject-subject interaction increases individual motivation to learn English. Thus, the use of interactive tasks helps students to communicate and acquire new meta-skills and – universal competencies that act as the basis for the development of other professional skills [8].

Analysis of the results of a number of studies confirms the special role of feedback in teaching students foreign languages. So, in the work of N. Mulina, a modern assessment of the role of feedback in distance learning conditions is given [4]. The author emphasizes that "feedback is an inevitably important part of teaching, and for the organization and functioning of the systems of DN its importance cannot be underestimated", as the information exchange occurs indirectly, affecting the motivational attitudes of students (such as competition, status, altruism, self-expression, etc.). For this reason, the organization of teacher's feedback to students in the process of learning a foreign language should have a corrective nature: to eliminate mistakes and shortcomings in the

work of students it is necessary to write a comment with the analysis of errors, give a review of the completed assignment. Personal communications in individual distance work with students use positive and negative feedback. Positive feedback allows increasing the student's motivational activity in the distance learning format. Negative feedback indicates the student's mistakes and provides a link to hints for finding auxiliary information. Thus, the use of corrective feedback in distance learning classes is an important organizational and pedagogical condition, which helps to assess the degree of effectiveness and efficiency of distance learning in English using multimedia technologies.

The analysis of the works of domestic and foreign scientists about feedback in the process of learning foreign languages allows us to conclude that: first, the necessary condition for the implementation of feedback should be self-correction of students aimed at correcting mistakes; secondly, modern students prefer metalinguistic (universal) explanation of the mistakes they make. Consequently, the authors highlight the development of students' meta-skills as the most important pedagogical condition, which are important for teaching the English language and are necessary not only for students, but also for the teacher. Therefore, the distance learning process of English language teaching requires from the teacher's side a restructuring within the framework of meta-subject approach. Important in the context of this idea is the fact that some of the meta-skills nowadays are related to digital literacy (media literacy, communicative literacy, computer literacy, information literacy, and ICT literacy). Digital literacy skills allow students to quickly find relevant material, think critically about it, and interpret the source text correctly.

Vornachev A. points out the necessity of observing the principle of blended learning in the process of learning English by students. In his opinion, "the use of blended learning during the acquisition of a foreign language in the realities of distance learning

is fundamentally important, because it is an effective distribution of educational material and time of both the student and the teacher. It is an opportunity to work continuously with new material, but at a convenient pace" [2]. Blended learning should be considered as an additional mechanism for organizing joint remote and independent work of students. To implement this principle in practice, the following forms, methods and tools are used in English language teaching: video lecture recordings; Internet forums for discussing learning problems; chats for mini-groups; wiki-technologies for organizing collective project work; mobile technologies Moodle for iOS and Android. In such conditions, personal digital devices are important learning tools. According to the researchers, the result of blended learning is to improve the quality and efficiency of foreign language learning. "In our opinion, blended learning can be a priority form of organizing the process of learning foreign languages in modern conditions, as it has undoubted advantages. The organization of educational activities based on blended learning technology creates conditions for quality training of students, optimizes the learning process, makes it more accessible and effective" [1].

The development of distance learning technologies took place even before the pandemic. At the beginning of the third millennium, the Internet began to be widely used in education. This prompted many researchers to give preference to the study of the theory and practice of using this network to improve the educational process, in particular the organization of distance learning.

Research in this area was carried out by B. Shunevych, V. Kukharenko, O. Rybalko, N. Sirotenko, M. Koval and others, but despite the multidirectional approaches, the methodology of teaching foreign languages using only distance format of work with the whole complex of problems has not yet been systematically considered and requires detailed study.

The Concept of Distance Education Development in Ukraine was approved by the Ministry of Education of Ukraine in 2000. According to it, distance learning is defined as a form of education that should be equivalent to full-time, part-time, evening and extramural forms of study and be implemented mainly with the help of distance learning technologies [6].

Scientific interest in the principles of the organization of distance learning of students in foreign languages was shown by S. Neumann and S. Dalke, who proposed to adapt the model of applying the "natural way of learning" to the conditions of distance learning format of the English language. For this purpose, the following forms of remote work with students were used: classes in chat; web-classes; TV and video conferences; mailing lists. This approach, according to the researchers, develops students' communicative competence. In order to increase the effectiveness of English language classes, the authors suggest that teachers work with small groups in a remote format. In this case, effective forms of work within the "natural way of learning" are those that focus on the implementation of the principle of learning in collaboration, interactivity and feedback.

Analysis of the existing methods of distance learning allows us to identify the following pattern in the development of modern distance learning tools: the introduction of information digital technology makes it possible to apply and develop new didactic methods and tools. It should be assumed that this pattern applies equally to the process of teaching English in a distance format.

The main advantage of innovative technologies in the process of language learning lies in the use of multimedia to adapt the teaching material to the necessary level of training of the student, his individual needs. Teachers have an opportunity to add subtitles to update the training material presented by audio and video resources, repetitions of necessary sections, etc. This approach allows the recordings to be converted into accessible resources where the original

material will be used. In addition, teachers have the opportunity to add comments to written texts, recommendations and translations of text fragments. Thus, the modification of authentic texts gives the student the opportunity to study the necessary material, relying on their linguistic capabilities.

The most important pedagogical condition of distance learning in English, in our opinion, is the professionalization of training future specialists. Despite the widespread nature of this idea, we propose to use the subject-linguistic integrated approach to foreign language teaching in distance learning of students in the discipline "English", because it involves learning English and content related to the chosen profession . The competence approach in this case acts as a theoretical basis for the implementation of the author's approach. The implementation of the competence approach involves adherence to the following technological principles: content, communication, cognition and culture. It should be recognized that this approach meets modern realities, because it allows to form and develop functional and creative types of competencies relevant to the chosen profession.

The introduction of modern achievements in the field of multimedia technologies in the educational process of the university allows to significantly facilitate the work of the teacher, to increase motivation for learning, to optimize the efficiency and quality of the teaching process [12]. Paying attention to this, new formats of professional development of teachers are determined, among which is the development of distance learning technologies. At the present stage there is a need for teachers to use various multimedia technologies (such as demonstration of presentations, video and audio fragments, the use of multimedia educational programs, etc.) to develop a new didactic approach, the implementation of which requires improving the qualifications and retraining of teachers, changing the content of educational technology. The effectiveness and efficiency of the latter depend on the assimilated amount of

professional and pedagogical knowledge on the discipline taught. That is why O. Podzigun, A. Petrova, N. Klos consider it necessary to improve teachers' pedagogical skills in this area: "...modern teacher is obliged not only to possess knowledge in the sphere of information technologies, but to be a professional in their use in their professional activities" [7].

Based on the opinions of researchers, the following positive aspects of distance learning of foreign languages through multimedia technologies in comparison with traditional ones should be highlighted:

– external stimulation of awareness and perception of learning information;

– Strengthening of learning motivation;

– development of meta-skills necessary for teamwork;

– development of thorough approach of students to learning and understanding of educational material.

Text and graphic screens, cartoon inserts, video clips, special programs for demonstration allow to increase the accessibility of understanding of theoretical material. The functionality of these tools provides students with increased visibility and is focused on differentiated and individual approach to learning.

The use of multimedia technology in the process of teaching English opens up the following pedagogical opportunities:

– systematic interpretation of the material and cognitive perception of the material.

It is generally believed that multimedia technologies increase the effectiveness of learning, because when they are used:

– knowledge is learned not only by need, but also by desire;

– files using multimedia are usually perceived with emotion, which stimulates interest in the learning material;

– the mechanism of starting self-assessment and comparing one's progress with other learners' is activated;

– the atmosphere is created which helps to fantasize, eliminates communication

barriers, the fear of being funny, of receiving a negative evaluation, etc;

– cooperation is established in the team and the spirit of healthy competition grows.

It is recommended that teachers give students assignments based on the use of digital resources (e.g., using Internet questionnaires and searching for answers to questionnaires on special thematic websites). The use of such tasks contributes to the development of cultural and linguistic competencies, as well as the creation of posts, web pages, and presentations. For example, students have the opportunity to answer questions about current events using press materials and private reports, information from official websites, blogs, and resources. In addition, in the process of solving tasks and performing certain activities, students have the opportunity to interact with classmates and create posters and presentations. The solution of such tasks arouses interest and attracts students because it provides cooperation, expands knowledge and outlook, and ensures independent work. The main disadvantage of such training is an increase in the teacher's working time. This is especially evident during the initial stage associated with filling the site with didactic material. As the site is filled, the main task of the teacher is to control the functionality of educational resources.

Velashchak M. points out on the relevance of using multimedia technologies in teaching of English [5]. According to the author, this group of technologies includes a number of technologies transforming different types of information, which is especially important for teachers of a foreign language. Nowadays, this approach integrates the ideas of learning and entertainment at the same time and has an advantage over traditional forms of learning, as it improves the quality of the learning process. It is the teachers' responsibility in implementing digital technologies to provide links to a significant number of additional didactic resources necessary for foreign language learning. Thus, teachers should provide students with links to necessary didactic materials (textbook website, language learning websites, language learning games); learning tools (dictionaries, thesauri); authentic materials (popular newspapers, radio stations, websites); communication tools (chat rooms, blogs, wikis). When teachers provide such materials, students have the right to decide which tools are most appropriate for them.

Creating and working with blogs is a very useful task for students. A blog is an Internet tool that can be used to publish material. Learning material from blogs helps students become more proficient in the language. Blogs can also include multimedia and be a reflective source, like a journal, where students can track their own learning progress. The blog can be used as a forum to discuss cultural and educational issues.

The practical experience of using multimedia technologies in the work of English teachers has been positively received by researchers of problems in the theory and methodology of English language teaching.

Conclusions of the research. The study leads to the conclusion that the digital format of multimedia technology opens up new pedagogical opportunities for the organization of distance learning in a foreign language. However, the effective organization of classes in this discipline requires compliance with a number of fundamental pedagogical conditions of multimedia technology use in distance learning of English, including: digital literacy of teachers and students; interactive nature of interaction through multimedia resources; availability of students and teachers metacompetencies; use of corrective feedback in distance learning; organization of blended learning, which combines joint remote and independent work of students and teachers.

The prospect of further research is the analysis of foreign and domestic experience of using multimedia technologies in distance learning of English, as well as experimental testing of the effectiveness of the selected pedagogical conditions.

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