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## **CLOUD-BASED TECHNOLOGIES IN EDUCATION AND STUDENT'S NEEDS**

In order to optimize the process of formation of future professionals' foreign language communicative competence, it is necessary to improve forms and methods of education aimed at providing students with a set of language knowledge, skills and abilities. The implementation of this task is greatly facilitated by modern media technologies, in particular, cloud technologies (cloud-based learning), which are becoming increasingly popular. They are used in higher educational institutions to support collaborative learning, research and educational activities, exchange experience and also for project development.

Peculiarities of introduction of cloud-based technologies in the educational process of educational institutions have been studied by many scientists: A. Bodzin, T. Daccord, A. November, J. Reich, Virginia A. Scott, B. Shiner, S. Weaver, and others. The essence of cloud-based technology is to enable the remote access to different educational services and applications via the Internet. Currently, the formation of the cloud-based learning and research environment is recognized as a priority by the international scientific and educational community.

Higher education institutions use the following software products.

1. *Microsoft for Education*. It is known that Microsoft is one of the companies whose services have been helping to reform education for twenty years. The Microsoft cloud is currently available to universities in the following formats: Office 365 for Education, Business Productivity Online Suite (BPOS), Exchange Hosted Services and Microsoft Office 365 Education. More than 100 million students worldwide use these means of cloud communication and collaboration.

2. *Google Apps for Education*. Google Apps is currently used by more than 70 of the top 100 US universities. Undoubtedly, the most common system of services on cloud-based technologies used in the educational process in higher education institutions of Ukraine is Google. Students can use a lot of Google applications such as Google Map, Google Classroom, Google Meet, Google Disk and other. Google has developed and implemented a set of measures to improve education. Another important initiative of Google was the creation of tablets with the program Google Play for Education, which allows educators to implement the latest technological advances in the pedagogical process and make useful Google applications available to students.

3. *Amazon AWS Educate*. It contains a set of efficient and economical services for higher education institutions in order to develop students' information and technical skills.

An overview of the above software products of leading IT companies allows us to identify the following benefits of using cloud-based technology for students:

- creation of personalized learning web labs. Such laboratories provide a great choice of methods, techniques, pace of learning process based on individual student features;
- organization of community forums. Students can freely communicate and interact in the virtual space of their own and other educational institutions;
- use of various information resources. Students have access to a huge library with learning materials that they can use in class or in research.

However, in addition to the obvious advantages of introducing cloud-based technologies into the higher education system, scientists draw our attention to the disadvantages: the need for a permanent connection to the Internet and constant Internet connection; insufficient reliability of cloud service and its protection from external interference; risk of mass data loss due to technical failure.

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## **LEARNING FOREIGN LANGUAGES AT A DISTANCE**

Distance learning has become now a necessity due to the current global pandemic. Language educators have to analyze what opportunities and challenges a new setting of learning brings to foreign languages learners.

Distance education is defined as a form of education which brings together the physically-distant learner(s) and the facilitator(s) of the learning activity around planned and structured learning experiences via various two or multi-way mediated media channels that allow interactions between/among learners, facilitators as well as between learners and educational resources [5].

G. Kiryakova [2] emphasizes a new role of the distance environment participants, teachers and learners, comparing to their roles in a traditional learning setting. The researcher admits that in distance education teacher's participation is reduced to a management adviser and coordinator to the learning process. The control over the whole process of education is shared between teachers and learners. Learners acquire also a new role. They take a central position in distance learning: determine the speed of learning and preparation; self-control and the self-evaluation are very important.

Communication between participants in distance learning is synchronous and asynchronous. Synchronous communication allows participants to take part in learning at the same time. Feedback is immediate. Synchronous communication is realized by telecourses, teleconference, chats, etc. Asynchronous communication gives an opportunity to learners to connect to the teacher or connect with each other at a convenient time and place. Asynchronous communication is realized by email, audiocourses.

While examining the nature of distance education G. Kiryakova [2] indicated its features, which distinguish it from traditional education: