

ном, Непалом, Оманом, Аденом, Гонконгом, частиною Бірми, Кіпром тощо. Тривале панування, домінуюче військове та культурно-економічне положення метрополії у світі, яке лише після Другої світової війни перейшло до США, призвели до того, що англійська мова стала державною (однією з державних) у багатьох колишніх колоніях Великої Британії.

У наш час світове значення англійської мови підтримується довготривалими економічними успіхами англомовних країн типу Великої Британії, США, їх культурною спадщиною, історичною традицією, а також глобалізацією світових соціально-економічних відносин.

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DISTANCE EDUCATION IN MODERN SOCIETY: LEARNING FOR THE SAKE OF KNOWLEDGE

Nowadays a number of pivotal changes in global education are observed. These changes were presupposed by the impetuous development of modern technologies and their growing influence upon the society. Technological advancements have made it possible to make massive quantities of information transferred by means of Internet. At the same time, global economy has established sharp competitive environments which do not leave neither space nor opportunities for any outdated knowledge or lack of competence.

Not without reason, according to the data received by international experts (Ch. Davies, L. Maxwell M. Moore, M. Kearsley, D. Keegen, G. Rumble, J. Taylor, etc.), in days to come every person should get

higher education as an academic essential of the XXI century. Most people believe that the main mission of distance education is to fill the intellectual gap between the generations [2, p. 11].

Besides to the increasing necessity in higher and continuing education, the tendencies of making international educational structures with different goals become stronger. The process of internationalization of education takes place not only in the sphere of its sense, but also in the sphere of its methods and management.

Education in letter and in spirit becomes an instrument of interrelations not only of knowledge and technology, but also the actual capital, the instrument of market competition in geopolitical problems solving. At this stage distance methods of education based on the modern technological achievements play the key role.

“Distance education”, or “distance learning”, is a field of education that focuses on the pedagogy, technology, and instructional systems design that aim to deliver education to students who are not physically “on site”. Rather than attending courses in person, teachers and students may communicate at times of their own choosing by exchanging printed or electronic media, or through technology that allows them to communicate in real time and through other online ways [1, p. 21].

Distance education is rightly considered to be a pedagogical technology, based on the principles of open education; it uses widely computer education programs of different purpose and modern telecommunications with the aim to deliver educational materials and to communicate (also in the real time) [3]. It is characterized by tendency to cooperation, self-assertion, and high level of communication. One of the main characteristic features in distance education is strengthening of socially important motives as the result of using open and computer educational technologies together with modern means of communication. Those motives are as following: business, acquiring of cooperation, self-asserting, development, affiliation, and, undoubtedly, communicational motive.

At present the mankind takes advantage of rich experience in the realization of distance education systems, which use computer nets, television systems and modern telecommunication technologies. Typical audiences for earlier generations of distance education were adults often seeking advanced education and training at home, on the job, or in the military whose multiple responsibilities or physical circumstances prevented attendance at a traditional institution (Bates 1995). Now anyone is potentially a distance learner, a concept that has implications for the organization of educational institutions and for teaching.

Distance learning is guided by the following main principles:

1. Humanism of teaching and learning.
2. Priority of facilitative pedagogic approach while designing of educational process.
3. Using new informational technologies.
4. Providing the safety of information.
5. Correspondence of technologies to the models of distance education.
6. Mobility of education and professional training.
7. Non-antagonistic position of distance education to the existing educational forms [2].

According to the given principles, the educational system of distance education fulfills the main demand of modern society: nobody can be deprived of the opportunity to obtain education because of poverty, geographical or time distances, social isolation physiological defects etc..

Distance learning is also guided by the best methodical experience accumulated by various educational establishments all over the world and the use of modern and high-performance pedagogical technologies. Owing to greater “methodical” freedom and independence distance learning courses are under construction on innovative approaches to education in comparison with traditional university or school education.

Thus, distance education is no longer looked upon as a vehicle for repairing some shortcomings of any national education. It is conceived as a regular and necessary element of the worldwide education system.

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СИНТАГМАТИЧНІ ВЛАСТИВОСТІ СЛОВА

Двома найважливішими лінгвістичними поняттями та, відповідно, найважливішими одиницями системи мови є слово та речення. Всі інші мовні одиниці так чи інакше пов'язані з ними і можуть бути пояснені лише через них, адже функціональна сутність інших одиниць полягає у формуванні слова або речення. Займаючи