

**A didactic approach to overcoming the difficulties
of distance learning**

Petrova O. B.

Kharkiv National Medical University, Kharkiv

The current life situation has created new conditions for the survival of higher education, offering a distance alternative to contact education. The purpose of the work is to overview situation and to elucidate a didactic approach to overcoming the difficulties of distance learning concerning teaching English as a foreign language in medical university.

Undoubtedly, there is a need in actual, not virtual learning environment, especially for such a discipline as a foreign language which itself is a process of learning to communicate using English (in our case for professional purposes in medicine). So, the lack of direct contact of the students with the teaching staff and the learning environment itself is felt especially acute. The unexpected switch to new types of education was like a shock, and for sure, we all miss the regular learning process in the classroom and tend to see a lot of negative in distance learning.

The methods of obtaining knowledge and skills have changed for these activities outside the classroom. The move, by which distance learning separated the teacher and the student, has influenced on the strategies of teaching, methods, and means of delivering classes.

However, online training which uses modern technologies and techniques makes you start to understand the terminology of new types of education and thus it is one of the positive upgradings of our educational level.

A lot of problems of didactic adaptation of the first-year students of non-language universities (in our case – medical) arise in the study of a foreign language. The didactic competence of the teacher is of value in promoting professional and didactic adaptation of the first-year students.

The foreign language belongs to preclinical disciplines which are initial in medical training. English for specific purposes engages the freshmen from the very beginning of the university studies. The first-year students experience difficulties of transformed teaching methods in a higher educational institution in comparison with secondary education. These are superimposed on the problems given by the situation with quarantine measures and blended, distance, and online education.

The proper didactic approach allows us to take into account this complex of issues and ensure a more successful adaptation to training in a higher medical educational institution. Highlighting the benefits of distance learning, changing attitude to it is aimed at taking advantage of the situation and discovering new didactic opportunities.