**Аnnotation**

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**Distance learning of Russian and Ukrainian languages as foreign**

The article is devoted to the actual problem of teaching Ukrainian and Russian languages for foreigners - distance learning.

The modern system of education, including the field of the teaching of foreign languages (Ukrainian (Russian) as a foreign language), is due to two irreversible progressive factors: on the one hand, the intensive development of information technologies, which in our time arе used in all spheres of the life of modern society: economic, financial, social, etc. On the other hand, there is a fierce competition in the market of educational services.

The processes of informatization and standardization of education are now undergoing rapid steps, new ways of educational activity are being developed, with unlimited spatial and temporal frameworks. The actual direction of development of modern higher education was the introduction of distance learning technologies. The leading role of distance learning in these conditions is undeniable. The question is in optimizing the use of innovative resources for solving linguistic problems. In connection with the widespread use of global networks, representatives of linguodidactical science were able to correctly raise the issue of distance learning. A particular relevance of the study of distance learning for languages is the impossibility of direct transfer to the teaching of a discipline based on a practice-oriented communicative-activity concept, models of the lecture type that are relevant to theoretical subject areas.

During the research it was established that effective teaching of a foreign language should be based on a specially designed virtual language environment, which includes a set of electronic, educational, applied, instrumental and communication tools that allow to organize a full-fledged educational interaction.

The difficulty of the teacher's work as working "at a distance" is that one has to deal not with the usual class or group of students, but with some kind of remote community in which each student is obliged to work individually. Interactive communication, which is one of the conditions for the successful implementation of the tasks of language learning, is fundamentally different from the classroom. For distance learning the student's perception of the teacher is limited sufficiently by short time of correspondence or webinar, during which the teacher must have time to produce favorable impression, interest the listener and to motivate him/her to respond to the set tasks. When building a model of distance learning for foreign languages, it should be based on a specific language environment, including specially developed teaching materials and a set of tools, the separation of the participants in the educational communication distance, to organize their communication not only in asynchronous, but also in synchronous, including voice modes.

*Keywords: distance learning, virtual language environment, interactive training, Russian and Ukrainian as foreign languages*

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