MODERN APPROACHES TO FOREIGN LANGUAGE REMOTE TEACHING

Collective monograph

CONTENTS

**THE ADVANTAGES AND DISADVANTAGES
OF THE FOREIGN LANGUAGE REMOTE TEACHING
IN THE CONTEXT OF COGNITIVE PSYCHOLOGY**

INTRODUCTION

The idea of remote teaching is not new. Remote teaching began to be used at the end of the 18th century due to the emergence of regular and reliable mail which was called 'correspondence education'. Later, in the 1950s, remote education got to a new level with the radio and television. In 1969, the Open University was founded in Great Britain which became a basic model in organizing remote education process for other universities around the world. Nowadays, due to the level of technological development and fast Internet connection, remote education is becoming increasingly popular among people. In addition, special attention should be paid to mobile learning. The use of such technical means as mobile phones, smartphones and tablets contributes a lot to the development of a new stage in remote education.

Moreover, due to the forced lockdown in spring 2020 because of the COVID-19 pandemic many higher education institutions had to reorganize teaching process. These dramatic changes led to the search of the most efficient strategies of delivering knowledge with the help of online services and modern technologies. These aspects provide the current relevance of the manual. The object is teaching foreign languages, while the subject is a remote form of teaching foreign languages. The tasks are to describe the most effective means, forms and methods of teaching foreign languaages while remote education, to investigate cognitive influence of remote teaching foreign languages.

Therefore, it has been clarified that remote teaching can be implemented in two main forms – synchronous and asynchronous. Both of these forms have advantages and drawbacks which could probably be avoided by using blended remote teaching. What is more, the quality of remote teaching process also depends on the level of academic staff members' readiness and experience in working online and on the layout of the material as there is a great difference between the course created rigorously for online studies and the course which had been urgently converted into the online format due to emergency.

It cannot be denied, that a significant contribution to the development of modern remote teaching technologies has been made by e-services such as Moodle, ClassDojo, Google Classroom, Zoom. According to the

use of media services, there are organizational and technological models of remote teaching as single media, multimedia, hypermedia and virtual university, which need the communication system organization. The basic tasks solved by communication systems are the creation of a communicative space and of educational process organization.

To provide the most effective classes, all the methods need to be adapted to remote teaching. A foreign language as a teaching method involves the mastery of speech activity in a particular language, its linguistic material, as well as actions and operations with them. The process of speech activity is provided by speech skills and the ability to understand speech by ear, speak, read and write. Nowdays most undergraduates and professionals must learn how to study effectively and work remotely. The principles of teaching and learning remain the same across all contexts, but when we teach English online, new challenges arise that we need to deal with. A successful online lesson is a lesson where your undergraduates go away knowing something they didn't know at the beginning, or being able to do something they couldn't do at the beginning. And we do need to adapt the approach that we take in the face-to-face classroom to a digital classroom.

Furthermore, the introduction of interactive technologies in the remote education process is very important since the basis of any interaction method is a dialogue which is vital when learning a foreign language. Dialogical interaction gives undergraduates a sense of community. Online interaction while teaching undergraduates a foreign language can be either synchronous (e.g. videoconferencing, online chats) or asynchronous (e.g. discussion forums which can be text-based, voice-based, video-based). Communicating to each other through the use of technology gives undergraduates enjoyment, especially, if they can combine such communication and studying a foreign language at a time. Yet, an academic staff member plays a key role in organizing undergraduates' interaction, involving them in communication and establishing emotional tone of communication.

Another successful method to deepen undergraduates' foreign language knowledge is CLIL. Language learning through the subject and subject learning through the language deal with the use of technology over the Internet, which relates closely to the online language learning

environment. The study of a foreign language in a professional subject context becomes a priority, because the future specialist is motivated by the goal of acquiring competence in a particular professional field at the international level. Online CLIL classes are varied according to the learning content. The most productive techniques and ways of the CLIL method are "5-minute interview activity", "ABC dictation", "Grab it!", "True / False dictation", "Balloon debate", "Lessonup".

It should be mentioned, that time-management plays a key role while the foreign language remote teaching. The goal of time management in pedagogy is to help the academic staff member to work out a plan so that the pace and sequence of tasks, pauses, a variety of methodological techniques make the lesson exciting and interesting. Some examples of the methodological techniques that fit the concept of "time management" suitable for on-line lessons are given.

Finally, the advantages and disadvantages of the foreign language remote teaching are described in terms of cognitive psychology. In the context of remote teaching, the role of academic staff members is rather challenging, as it requires from the authors of different on-line courses the mastery how to organize the information on-line to be clear and consistent to undergraduates and make them the active participants of the academic process. On the one hand, cognitive psychology deals with the following problems, i.e. the principles of person's intellectual development, metacognition, cognitive structures formation, specifics of the texts, symbols and colour perception, psychological aspects of distance learning and remote teaching, the effective technologies of knowledge transfer and decoding. All in all, the materials of electronic textbooks, manuals, educational programs should provide formation and development of so-called person's "cognitive structures". There are the following factors, such as cognitive styles, age, gender aspects, that influence the cognitive structures development and the perception of information. On the other hand, remote teaching has a great impact on the personality's psychological characteristics. It is proved that remote teaching stimulates the undergraduates to be autonomic, independent, open to new experience, tolerant to the situations of ambiguity and internal.

To sum up, all these problematic issues are investigated in this scientific paper.

The work will be useful for foreign language academic staff members, teachers, tutors and philologists. It can be implemented while theoretical courses such as Methodology of Teaching Foreign Language, Basics of Pedagogogy, ESL remote teaching. Its practical recommendations can be effective while preparation Foreign Language practical remote classes.

HISTORY AND ORIGIN
OF FOREIGN LANGUAGE REMOTE TEACHING

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INTRODUCTION

Today, the labour market is changing quite rapidly, as well as its requirements for the level of training, so the most relevant requirements of employers to potential employees are upgrading skills, occupational retraining, the ability to quickly adapt to new technologies. Thus, the spread of information and computer technologies and telecommunication technologies around the world has led to the development of a new direction in education, namely remote education.

In this regard, education, in particular occupational education, should be more accessible to various segments of population, including young people, unemployed and low-mobility groups. Remote education environment, which is based on the use of telecommunication networks is characterized by resource intensity and interactivity and contributes to the intensification of the educational process and solves problems that cannot be adequately solved otherwise, for example: flexibility in getting consultations from academy staff members in the process of undergraduates' independent activities; work on an individual plan or on a separate section of the program, etc.

Remote education is currently considered as one of the ways to overcome the problems of "openness of education". Originating in the late 20th century, it entered the 21st century as one of the most effective and promising training systems. The development and active spread of remote forms of self-training is an adequate response of the education systems of many countries to the processes taking place in the world.

Consortia of leading universities representing a wide range of remote education services are being set up around the world. Thus, the Association for Remote Education in the United States unites five thousand educational institutions. UNESCO is working to organize

a virtual university, which will take place in virtual space, regardless of location and borders, without time restrictions.

In Ukraine and many other CIS countries, remote education has not been widely used until recently due to a number of objective reasons – mainly due to insufficient development and low spread of technical means of new information and telecommunications technologies. Thus, there is a need to study the history and current stage of development of remote education and its implementation in the world's leading higher education institutions in order to improve the system of remote education in higher education institutions of Ukraine.

The purpose of the National Strategy for Education Development in Ukraine until 2021 is: to update the content, forms, methods and tools of teaching through the widespread introduction of modern information and telecommunications technologies and electronic content in the educational process. The priority of the development of Ukrainian education is the introduction of modern information technologies that ensure the improvement of the educational process, accessibility and efficiency of education, preparation of young people for activities in the information society[1].

Currently, our country has already created technical preconditions for the widespread use of remote teaching in education. Moreover, there is a lag in the implementation of ideas to the opportunities provided by technical means. A significant number of Ukrainian higher education institutions already have existing departments, and some of them even have incorporated institutes for remote education.

1. Historical Background of Remote Teaching in the World

The idea of remote education is not new. With the introduction of regular and affordable postal services, which emerged in Europe in the late 18th century, remote education began its development.

The first postage stamp was issued in England in 1840, which prompted I. Pitman to teach stenography to students

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[1] Національна стратегія розвитку освіти в Україні на 2012–2021 роки. URL: https://zakon.rada.gov.ua/laws/show/344/2013#Text (дата звернення: 11.10.2020).

by mail[2]. In 1840, I. Pitman created a correspondence course in London in order to teach stenography through correspondence. Thus, this can be considered the first attempt to introduce remote teaching[3]. In 1843, a society of correspondence teaching stenography was established, where anyone could study for free[4]. Thus, it was Great Britain where the first experience of using remote teaching took place[5].

In 1856, Ch. Toussaint and G. Lanchensteidt established an institute in Berlin, which provided teaching of foreign languages by mail[6]. In 1958 in the University of London, it was allowed to take exams at the academic level of all levels and all specialties (except medicine) to all who wish, regardless of the method of acquiring knowledge, including correspondence learning or self-study[7]. Until 1870, the University of London had a tradition of assisting students in their studies using the mail. The university conducted professional courses and courses in preparation for entrance exams to the university[8]. This process continued until 1950, when restrictions were imposed on engineering and pharmaceuticals[9].

In 1877, the University of St Andrew in Scotland offered correspondence training for women for the title of licentiate of art, which

[2] Кива, Л., Лазаренко, Н. (2015). Передумова впровадження у навчальний процес технологічного факультету дистанційного навчання у процесі вивчення дисциплін творчого напрямку. *Актуальні питання гуманітарних наук. Серія: Педагогіка*. Дрогобич. Вип. 13. С. 264.

[3] Пилаєва, Т. (2016) Історія розвитку дистанційної освіти в світі. *Наукові записки. Педагогічні науки*. Кіровоград. С. 114.

[4] Спицын, В. А. (2016). Дистанционное обучение в средних специальных учебных заведениях как фактор обеспечения качества подготовки специалистов : дисс. … канд. пед. наук: 13.00.08. Волгоград, 2006. С. 15.

[5] Пилаєва, Т. Історія розвитку дистанційної освіти в світі. *Наукові записки. Педагогічні науки*. Кіровоград. С. 114.

[6] Радіус, О. А. (2006). Розвиток дистанційного навчання у вищих технічних навчальних закладах. *Наукові праці ОНАЗ ім. О. С. Попова*. № 1. С. 144.

[7] Пилаєва, Т. (2016). Історія розвитку дистанційної освіти в світі. *Наукові записки. Педагогічні науки*. Кіровоград. С. 114.

[8] Розина, И. Н. (2007). Дистанционные и открытые формы обучения, организационные и методологические вопросы. *Инновационные образовательные технологии*. № 1(9). С. 67.

[9] Жевакіна, Н. (2003). З історії дистанційної освіти. *Вісник Львівського університету. Серія педагогічна*. Львів. Вип. 17. С. 135.

existed for 55 years[10], and in 1873 in America, Anna Eliot Tiknor developed the mail education system for women and named it Tiknor Society[11].

The rapid growth of railways in North America has stimulated the spread of correspondence education in the United States and Canada. The first mail program was offered by the University of Illinois in 1874, and in 1889 – by Queen's University in the Canadian state of Ontario (Kingston)[12]. In 1891, separate academic courses on mail began to be provided by the University of Chicago[13] where in 1892 William Rainey Harper founded the first department of remote teaching. In 1911, remote teaching appeared in Australia due to the start of courses at the University of Queensland. Classes with students at Melbourne College of Education were conducted using mail, and in 1914 a postal school was arranged for children living far from regular schools. Postal schools for children also became widespread in Canada and New Zealand. In 1938, the first congress of the International Council for Correspondence Education took place in Canada (Victoria)[14].

Remote education developed not only through the emergence of private correspondence schools, but also through the development of remote teaching units in classical universities. From the second half of the 19th century to the early 20th century, educational institutions offered advanced training and pre-examination training courses, for example, Cambridge University Correspondence College (preparation of graduates of non-accredited English colleges for bachelor's exams at the University of London) and Correspondence College in Oxford (preparation for the entrance exams to Oxford University). Apart from that, remote education

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[10] Пилаєва, Т. (2016). Історія розвитку дистанційної освіти в світі. *Наукові записки. Педагогічні науки*. Кіровоград. С. 114.

[11] Кива, Л., Лазаренко, Н.(2015). Передумова впровадження у навчальний процес технологічного факультету дистанційного навчання у процесі вивчення дисциплін творчого напрямку. *Актуальні питання гуманітарних наук.Серія: Педагогіка*. Дрогобич. Вип. 13. С. 264.

[12] Пилаєва, Т. (2016). Історія розвитку дистанційної освіти в світі. *Наукові записки. Педагогічні науки*. Кіровоград. С. 114.

[13] Жевакіна, Н. (2003). З історії дистанційної освіти. *Вісник Львівського університету. Серія педагогічна*. Львів. Вип. 17. С. 136.

[14] Пилаєва, Т. (2016). Історія розвитку дистанційної освіти в світі. *Наукові записки. Педагогічні науки*. Кіровоград. С. 114–115.

starts gradually to be closely related to the development of new technologies, namely: the beginning of the 20th century – the introduction of audiovisual devices in schools; 1910 – the first catalog of media instructions appeared; 1932 – Iowa State University began experimenting with remote courses[15].

The ability to broadcast using technologies such as radio and television, which enhanced and added to remote education considerably, was marked as a new stage in the development of remote education. However, interaction between the teacher and the learner, or between learners, remained minimal. The Australian School for Air, founded in 1950, continues to use radio broadcasts. The New Zealand Correspondence School used broadcast media with it Broadcasts to school[16].

In the 50s and 60s of the 20th century, there was a rapid increase in non-traditional universities, both due to the expansion of continuous education programs and the fact that classical universities were considered as rather problematic to mass education[17]. The beginning of the history of modern remote education was the founding of the UK Open University in 1969. The Open University was established as an independent and autonomous university with the right to award academic degrees. The First Chancellor of the Open University D. Crowter described it as a university open to people, places, methods and ideas[18]. The UK government has provided significant funding for this project. Necessary curricula and programs in the disciplines were developed as well as textbooks and educational technologies[19]. For the first time, VCRs, CD-Rom, DVD, computer training programs, websites, etc. were

[15] Пилаєва, Т. (2016). Історія розвитку дистанційної освіти в світі. *Наукові записки. Педагогічні науки*. Кіровоград. С. 115.
[16] Andersen, B. & Simpson, M. (2012). History and heritage in open, flexible, and distance education. Journal of Open, Flexible and Distance Learning. Vol. 16(2). P. 3. URL: https://files.eric.ed.gov/fulltext/EJ1080085.pdf (дата звернення: 13.10.2020).
[17] Либин-Левав, А. В. (1998). Теория и практика дистанционного образования (Открытый университет Израиля): дисс. … канд. пед. наук: 13.00.01. Москва. С. 25.
[18] Пилаєва, Т. (2016). Історія розвитку дистанційної освіти в світі. *Наукові записки. Педагогічні науки*. Кіровоград. С. 115.
[19] Жевакіна, Н. (2003). З історії дистанційної освіти. *Вісник Львівського університету. Серія педагогічна*. Львів. Вип. 17. С. 136.

researched and used in the educational process at the Open University[20]. The use of the broadcast technologies is also well illustrated in the development of the UK Open University and its use of television[21]. At present, the UK Open University is the largest university in the country, with around 137,000 students from the UK and more than 20,000 from other countries, and it has become the basic model for open universities in other countries.

In 1987, the Distance Learning Association was established in the United States, which aimed to create common remote education strategies and promote the creation of new remote teaching technologies. About a million people study in the United States at universities which provide remote education. Among them, there are such universities as the National University of Technology, Kennedy Western University (graduates receive bachelor's and master's degrees, master's and doctoral degrees in business, finance and law without arriving in the United States), Phoenix Open University (a private university founded by the Appolo group), Western Governor's University (WGU) (founded in 1995 as a virtual university), California Virtual University (founded as an alternative to WGU). Among the oldest universities which provide remote education in Europe is the National University of Distance Education in Spain which has existed for more than 20 years and consists of 58 training centers in Spain and nine ones abroad[22]. The Baltic University, headquartered in Stockholm, unites 10 countries in the Baltic region. In Canada there is the Open University founded in 1972, with more than 14,000 undergraduates now studying business, art and IT. Shanghai Television University in China was also founded in 1972 and now covers more than 500,000 undergraduates. In 1974, the University of Fern (Hagen, Germany) was founded with curricula in the humanities, social sciences, economics and computer science, with more than 55,000 undergraduates. At the Dutch Open University, which was

[20] Пилаєва, Т. (2016). Історія розвитку дистанційної освіти в світі. *Наукові записки. Педагогічні науки*. Кіровоград. С. 115.

[21] Andersen, B. & Simpson, M. (2012). History and heritage in open, flexible, and distance education. Journal of Open, Flexible and Distance Learning. Vol. 16(2). P. 3. URL: https://files.eric.ed.gov/fulltext/EJ1080085.pdf.

[22] Жевакіна, Н. (2003). З історії дистанційної освіти. *Вісник Львівського університету. Серія педагогічна*. Львів. Вип. 17. С. 137–138.

founded in 1985, about 22,000 udergraduates study programs in business, economics, law and culture[23]. Since 1987, there is a university in Oslo which specializes in computer and information technology and conducts remote training courses. Thirty remote training courses have been developed, some of which have been published. Undergraduates choose a place to register and study courses, and take exams where and when it is convenient for them[24].

The next stage in the development of remote education dates back to 1985, when they began to actively use information and communication technologies with two-way communication in both synchronous and asynchronous mode with the use of texts, graphics, sounds, animation, etc. Although computerized remote education was already used in some schools in the 1980s, it was not until 1993, when the World Wide Web became widespread, that computer and telecommunications systems began to play a significant role in remote education. At the end of the 20th century, the British Association for Open and Distance Education was established in Great Britain, which task is to help in the exchange of educational materials and experience between the members, as well as to control the compliance of educational materials with educational standards. At the turn of the 20th – 21st century, the number of remote education institutions of various types and levels in the world exceeded 1,100. Penn State University is considered today as one of the most authoritative universities in the field of remote education. Australia also can be noted as the country which has an extensive experience in the field of remote education. There is a successful consortium of nine traditional universities – Open Learning Australia. Teaching is carried out in 150 disciplines of a higher educational institution, covering social sciences and business. In some countries, such as China, Latvia, the Netherlands, Algeria, Turkey, etc. from 10 to 25 % of undergraduates study in institutions remotely[25].

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[23] Пилаєва, Т. (2016). Історія розвитку дистанційної освіти в світі. *Наукові записки. Педагогічні науки*. Кіровоград. С. 116–117.
[24] Жевакіна, Н. (2003). З історії дистанційної освіти. *Вісник Львівського університету. Серія педагогічна*. Львів. Вип. 17. С. 138.
[25] Пилаєва, Т. (2016). Історія розвитку дистанційної освіти в світі. *Наукові записки. Педагогічні науки*. Кіровоград. С. 117.

In the 21st century, remote education continues to become more and more popular. The very modern remote education mostly uses computer tools. Special educational programs are created for training (for example: Moodle, Prometheus), video conferences and online consultations are organized. We agree with Andersen B. & Simpson M. saying that "…the possibilities of online computer-mediated education are exciting and all institutions will have to consider its effect and challenges it presents. Innovation grounded in the history and heritage of distance education could lead and radically change teaching and learning"[26].

2. Historical Background of Remote Teaching in Ukraine

In Ukraine, remote education has not been widely used until recently due to a number of objective reasons. It was mainly due to insufficient development and low spread of technical means of new information and telecommunication technologies. In the mid-90s in Ukraine there was a low level of informatization of society, low computer equipment of educational institutions, almost complete lack of Internet infrastructure and tools to create an information and educational environment for remote teaching, lack of own theoretical developments in the field of remote education.

Between 1995 and 2000, telecommunication didactic laboratories were established, and new methods and pedagogical technologies of remote teaching based on modern information and communication technologies started to spread in Ukraine.

In 1998, the Verkhovna Rada of Ukraine adopted the Law of Ukraine "On the National Informatization Program"[27], which formulates tasks for the informatization of education and determines the directions of their implementation.

In 2000, the Ministry of Education and Science of Ukraine approved the "Concept for the Development of Remote Education

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[26] Andersen, B. & Simpson, M. (2012). History and heritage in open, flexible, and distance education. *Journal of Open, Flexible and Distance Learning*. Vol. 16(2). P. 5. URL: https://files.eric.ed.gov/fulltext/EJ1080085.pdf (дата звернення: 13.10.2020).
[27] Закон України «Про національну програму інформатизації». URL: https://zakon.rada.gov.ua/laws/show/74/98-вр#Text (дата звернення: 10.10.2020).

in Ukraine"[28], which provides for the establishment of an education system in the country, expanding the range of users of educational services, implementing lifelong learning and individualization of education.

The development of remote education in Ukraine had two fundamental stages of formation. Thus, the first stage of development of Ukrainian remote education in the course of 2001 can be marked by such activities as: 1) creation of organizational structure of the system of remote education; 2) development of legal bases and standards; 3) creation of material and technical base of regional and local remote education centers; 4) creation of the primary fund of remote courses and ensuring their experimental implementation; 5) development of principles of financing of remote education system; 6) implementation of pilot projects for the introduction of remote education[29].

The second period of formation of remote education in Ukraine is characterized by a number of initiative proposals from higher education institutions to create a Ukrainian system of remote education, as well as by the adoption of a national program for the development of remote teaching in Ukraine[30]. Thus, the second stage of development of distance education in Ukraine in the course of 2002–2003 can be marked by the following: 1) full-scale deployment and implementation of remote education as a form of education equivalent to full-time, part-time and external education; 2) introduction of the system of multi-channel financing of legal entities and individuals of the remote education system; 3) development and implementation of a system of benefits for the use of computer networks and telecommunication infrastructure for components of the remote education system; 4) introduction of licensing, certification and accreditation system for institutions which provide

[28] Концепція розвитку дистанційної освіти в Україні від 20 грудня 2000 року. URL: http://uiite.kpi.ua/2019/06/03/1598/ (дата звернення: 13.10.2020).
[29] Освітній портал «Історія становлення ДО в Україні». URL: http://www.osvita.org.ua/distance/ukraine/ (дата звернення: 13.10.2020).
[30] Кива, Л., Лазаренко, Н. (2015). Передумова впровадження у навчальний процес технологічного факультету дистанційного навчання у процесі вивчення дисциплін творчого напрямку. *Актуальні питання гуманітарних наук.Серія: Педагогіка*. Дрогобич, 2015. Вип. 13. С. 267.

remote education; 5) integration of the remote education system of Ukraine into the world system[31].

In 2004, the first "Regulation on Remote Education" was approved, on the basis of which the remote training centers were created by institutions of all levels of education. Higher education institutions offered a variety of initiatives to create a Ukrainian remote education system. Kharkiv National Technical University published Memorandum on the informational educational network "Ukrainian Remote Education". In addition, this period was devoted to many scientific developments regarding the introduction of remote education, there was an active mastery and adaptation of relevant existing program environments and the creation of their own ones[32].

The period from 2005 to 2010 is notable for some difficulties in the field of remote education in Ukraine due to the problems with funding and lack of computer devices in educational institutions.

In August 2010, the Law of Ukraine "On Secondary Education" was amended and a new "Regulation on Secondary Education Institutions" was approved, as well as the Concept of the State Target Program on introduction of information and communication technologies "One Hundred Percent" to the educational process till 2015, which was approved in April 2011. Furthermore, attention was also paid to the creation of a continuous system of in-service teacher education using remote training in postgraduate education institutions[33].

The current stage of development of remote education in Ukraine is characterized by: the introduction of new hardware and software to support remote training; the conduct of Internet seminars or webinars; the creation of an information and educational environment for remote

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[31] Освітній портал «Історія становлення ДО в Україні». URL: http://www.osvita.org.ua/distance/ukraine/ (дата звернення: 13.10.2020).

[32] Кива, Л., Лазаренко, Н.. (2015). Передумова впровадження у навчальний процес технологічного факультету дистанційного навчання у процесі вивчення дисциплін творчого напрямку. *Актуальні питання гуманітарних наук. Серія: Педагогіка*. Дрогобич. Вип. 13. С. 268.

[33] Кива, Л., Лазаренко, Н. (2015). Передумова впровадження у навчальний процес технологічного факультету дистанційного навчання у процесі вивчення дисциплін творчого напрямку. *Актуальні питання гуманітарних наук. Серія: Педагогіка*. Дрогобич. Вип. 13. С. 268.

training; the modernization and improvement of resources to support interactivity and openness of remote education; the introduction of remote training in higher education; the creation of an online environment for the development of remote training sites, etc.

The Interregional Academy of Personal Management is a Ukrainian leader in the number of graduates who have obtained higher education remotely. The department on remote training at this higher education institution started its work in 2005 as a training subdivision that carries out educational work using the Internet and telecommunication technologies. Remote training is conducted using the Moodle system, as well as video consultations with the academy staff member. Besides, the Ukrainian Institute for Information Technologies in KPI Education was one of the first to introduce remote technologies in education in Ukraine. At the moment, its main task is the introduction of remote technologies in the process of full-time and part-time education and training courses. Many laboratories which specialize in remote training have been opened in Ukraine to investigate the implementation of various programs and can be considered as analytical centers and bases of theoretical information for other higher education institutions and organizations. For example, Problem Laboratory of Remote Training", which works in the structure of Kharkiv Polytechnic University[34].

At the present stage, the right to provide remote educational services has been used almost by all higher education institutions in Ukraine. All of them apply special educational computer platforms like Moodle, ATutor or educational platforms of their own development. The following higher educational institutions providing remote educaion can be given as examples:

1) Pavlo Tychyna State Pedagogical University (the site http://dls.udpu.org.ua/ is used for full-time and part-time undergraduates (remote training);

2) Ternopil Ivan Puluj National Technical University (ATutor remote training system is used. Most of the undergraduates which are registered in the system are full-time and part-time undergraduates);

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[34] Заболоцький, А. Ю. (2016). Сучасний стан дистанційного навчання у ВНЗ України. *Вісник Дніпропетровського університету імені Альфреда Нобеля. Педагогічні науки.* Дніпро. № 2(12). С. 20–21.

3) Sumy State University (a self-developed remote training system is used (http://www.dl.sumdu.edu.ua);

4) National University of Water and Environmental Engineering (has a system which combines a part-time and remote training using Moodle (http://moodlenuwm.tk/moodle/);

5) Dnipropetrovsk State University of Internal Affairs (has a system which combines full-time / part-time and remote training using Moodle system (http://moodle.dduvs.in.ua);

6) Zaporizhzhia National University (has a system which combines full-time / part-time and remote training for both undergraduates and postgraduates using Moodle system (http://moodle.znu.edu.ua/);

7) Poltava University of Economics and Trade (education of undergraduates is performed remotely. The number of undergraduates is more than one thousand. The use of Moodle allows providing good-quality education (http://el.puet.edu.ua/);

8) Ivano-Frankivsk National Technical University of Oil and Gas (uses Moodle for remote training (http://dn.nung.edu.ua/);

9) Chernivtsi Trade and Economics Institute of Kyiv National Trade and Economics University (there is a laboratory on remote training problems which are investigated by academy staff members in collaboration with the IT сентук specialists).

3. Mobile Learning as a Means of Modern Technology in Remote Education

Speaking of remote training tools, we should not forget about the latest technical devices, namely: mobile phones, smartphones, tablets, etc.

Mobile learning is closely linked to learning mobility in the sense that undergraduates should be able to participate in educational activities without time and space constraints[35]. Scientists Semerikov, S., Teplitsky, I. and others define mobile learning as a modern direction in

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[35] Семеріков, С. О., Стрюк, М. І., Моісеєнко, Н. В. (2012). Мобільне навчання: історико-технологічний вимір. *Теорія і практика організації самостійної роботи студентів вищих навчальних закладів* : монографія. Кривий Ріг : Книжкове видавництво Киреєвського. С. 188–187.

development of remote education system with the use of mobile phones, smartphones, personal communicators, e-books. Mobile learning technology provides for a remote training system that includes a subsystem for access to local and remote content. Mobile learning is considered as learning that enables real-time monitoring of learning and provides high content intensity, as well as a tool for working together to improve the quality of learning[36].

Moreover, Andersen, B. & Simpson, M. added that the "use of mobile technologies enables learning in places and spaces not previously conceived of as learning venues. These developments have the potential to be transformational and create new learning experience, and to personalize the activity of learning"[37].

The use of the term 'mobile learning' began in the late 1950s and referred to the organization of mobile classes for teaching adults in remote areas. The development of technology in the 1960s and 1970s led to the transformation of the content of mobile learning, as during this period it was associated with field classes in the form of trailers, equipped with ICT tools, which were absent in educational institutions[38].

Computer-based mobile learning originated with Alan Kay's Danybook project. Alan Kay, who worked at the Denver Air Force Base Randolph in the late 1950s, wrote machine code programs for EOM Burroghs 220. It was then that he faced the problem of transferring the data formulated on this computer to the computers of other bases. There were no standard formats and OS for these computers, so Alan Kay had to create microprograms that would contain all the necessary information and after running on other machines through a simple user interface would deploy the necessary data. Alan Kay called such programs

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[36] Семеріков, С., Теплицький, І., Шокалюк, С. (2008). Мобільне навчання: історія, теорія, методика. *Інноваційні технології навчання. Інформатика та інформаційні технології в навчальних закладах*. № 6. С. 73.

[37] Andersen, B. & Simpson, M. (2012). History and heritage in open, flexible, and distance education. *Journal of Open, Flexible and Distance Learning*. Vol. 16(2). P. 5. URL: https://files.eric.ed.gov/fulltext/EJ1080085.pdf (дата звернення: 13.10.2020).

[38] Семеріков, С. О., Стрюк, М. І., Моісеєнко, Н. В. (2012). Мобільне навчання: історико-технологічний вимір. *Теорія і практика організації самостійної роботи студентів вищих навчальних закладів* : монографія. Кривий Ріг : Книжкове видавництво Кіреєвського. С. 204.

modules. He saw the role of the PC as an individual dynamic environment that combined all the components of the learning environment: text, graphics, animation, and even what had not yet been invented[39].

In the 90s of the 20th century in a number of universities in Europe and Asia, mobile learning systems were developed. A significant role in this was played by the Palm Corporation, which provided grants for education under Palm OS in terms of PEP – Palm Education Pioneers – project (1991–2002). The final report on the project substantiated the new types of training activities that arise in the process of using personal communicators; determined the role of personal communicators in the test control of students' knowledge; formulated the main advantages of the personal device for training; identified new forms of co-working, including in the field of modeling; showed ways to integrate mobile and traditional training. In terms of PEP project, almost all technological and pedagogical requirements for the use of personal communicators in the educational process were formulated[40].

In the April 2000 issue of *Computers and Education*, which was one of the first studies focusing on M-Learning, Sharples discussed the potential for new designs in personal mobile technologies that could enhance lifelong learning programs and continuing adult educational opportunities[41].

In 2001, the European Commission launched MOBIlearn project under M. Sharples' leadership who defined the following conditions for the effectiveness of mobile learning: 1) constructiveness of learning, because it is a process of finding solutions to problems, which leads to

[39] Семеріков, С., Теплицький, І., Шокалюк, С.. (2008). Мобільне навчання: історія, теорія, методика. *Інноваційні технології навчання. Інформатика та інформаційні технології в навчальних закладах*. № 6. С. 74.

[40] Семеріков, С., Теплицький, І., Шокалюк, С. (2008). Мобільне навчання: історія, теорія, методика. *Інноваційні технології навчання. Інформатика та інформаційні технології в навчальних закладах*. № 6. С. 76–77.

[41] McConatha, D., Praul, M. & Lynch, M. J. (2008). Mobile learning in higher education: An empirical assessment of a new educational tool. *TOJET: the Turkish online journal of educational technology*. Vol. 7(3). P. 15. URL: http://digitalcommons.wcupa.edu/anthrosoc_facpub/4 (дата звернення: 14.10.2020).

the formation of new experience; 2) internalization of learning outcomes; 3) dialectic process of control and reflection of learning outcomes[42].

In 2004, Intel launched the Learning Always and Everywhere project, which aims to provide each student with personal access to mobile computer registers and to provide wireless communication in schools of Essex. Intel World Ahead Education is the international development of this project which was launched in Ukraine in 2008 under known as "Mobile technologies to schools" (e-learning environment – 1 student: 1 computer)[43].

The new millennium has also been marked by many scientific publications and investigations in the field of mobile learning.

In 2001, D. Abernathy in her article "Get Ready for M-Learning" provided one of the first looks at using mobile technologies in education. The author noted that the introduction of mobile learning tools does not displace the PC, but should complement corporate learning with new tools[44].

In 2003, scientists P. Seppala and H. Alamaki studied the training and education of Finnish teachers in the use of mobile technologies in the classroom. In spring 2002, the pilot study was carried out at the Department of Home Economics and Craft Science in the University of Helsinki. Eleven students and five teachers took part in this project. The Educational Center for ICT made available 10 Nokia Communicator 9210s and two digital cameras. The idea of the pilot project was that the teachers and students could discuss teaching issues through the mobile devices and also use SMS-messages and digital pictures as a part of the supervising process. The supervisor (or trainee) could take digital pictures of various teacher training events, learner's actions and different teaching techniques. Pictures could be downloaded to the phone via infrared access and uploaded via web-browser to the

[42] Семеріков, С., Теплицький, І., Шокалюк. С. (2008). Мобільне навчання: історія, теорія, методика. *Інноваційні технології навчання. Інформатика та інформаційні технології в навчальних закладах*. № 6. С. 76.

[43] Семеріков, С. О., Стрюк, М. І., Моісеєнко, Н. В. (2012). Мобільне навчання: історико-технологічний вимір. *Теорія і практика організації самостійної роботи студентів вищих навчальних закладів* : монографія. Кривий Ріг : Книжкове видавництво Киреєвського. С. 208.

[44] Abernathy, D. (2001). Get Ready for M-Learning. *Training & Development*, February. P. 20–21.

trainees' material bank. Furthermore, the supervisor could write down ideas and feedback to the training session and send them to the trainees. The reslut of the project was that both the trainees and teachers felt that mobile phones brought more flexibility in their use of time. Students noted that they could conduct educational activities whenever and wherever they wanted, for example, on the bus, train, or in shops[45].

Scientists P. Thornton and C. Houser in 2005 studied the state of mobile learning in Japanese universities. In Japan, the Web supports mobile phones, PDAs, and other portable media devices, which are extremely wide-spread. A study was undertaken among Japanese undergraduates. Three times a day, at 9:00, 12:30 and 17:00 hours, the 44 female undergraduates were e-mailed short mini-lessons (100-word English vocabulary lessons) and vidioms (Web-site explaining English idioms). At the end of the study, the researchers emphasized the improvement of test results from 35 % to 75 % mobile testing compared to paper one. The result of the study showed that mobile phones can be effective tools for delivering foreign language learning materials to students. Moreover, students evaluated positively when used educational materials designed for mobile phones and test results showed that they were able to learn via this medium[46].

Mc Conatha D., Praul M. & Lynch M. J. described in their article "Mobile learning in higher educatin: An empirical assessment of a new educational tool" an evaluation on effectiveness of mobile learning, called Learning Mobile Author (LMA), on students outcomes in the US market. One hundred and twelve students in an introductory survey course in sociology at midsized state university in the Northeast were given the opportunity to use an M-Learning product developed by HotLava Software for the purpose of assisting in preparation for two scheduled exams. Students were instructed that throughout the semester they would be given access to vocabulary words and study questions of

[45] Seppala, P. & Alamaki, H. (2003). Mobile learning in teacher training. *Journal of Computer Assisted Learning*. 2003. Vol. 19. P. 330–335. URL: https://onlinelibrary.wiley.com/doi/epdf/10.1046/j.0266-4909.2003.00034.x (дата звернення: 10.10.2020).

[46] Thornton, P. & Houser, C. (2005). Using mobile phones in English education in Japan. *Journal of Computer Assisted Learning*. Vol. 21. P. 225–226. URL: https://onlinelibrary.wiley.com/doi/epdf/10.1111/j.1365-2729.2005.00129.x (дата звернення: 10.10.2020).

varying difficulty for review via their web-enabled cell phones. The materials were posted at various intervals prior to the two scheduled mid-semester exams. Also, those materials were part of weekly lectures and class reading assignments. Students who accessed LMA were designated as exeperimental subjects and part of the experimental group. Those who used other methods to retrieve the review and study the practice information were identified as control group. As a result, those students who used the LMA web-enabled cell phones to retrieve and review the practice material provided for the two mid semester tests in the course had an average for the two tests of 89 % and those who used only the printed or discussion sources had an overall average of 84 %[47]. Taking into account the aforementioned, we may conclude that incorporating mobile technologies into educational process can capture undergratuates' attention while studying and benefit their knowledge.

Thus, today the attention to mobile learning continues to grow, as evidenced by the large number of conferences, seminars, scientific publications and manuals. Undoubtedly, mobile learning is playing an increasingly important role in modernizing and improving Ukrainian education. That is why higher education institutions in Ukraine should focus on improving the educational services provided by gradually including mobile learning approaches in the educational process.

4. Foreign language remote teaching in Ukraine

Regarding the study of foreign language remote teaching, it should be noted that in general it focuses on the effectiveness of communication skills, technological aspects of language learning and autonomous learning. For example, there are two approaches to remote teaching of a foreign language based on the practice of four communication skills, the development of appropriate assessment strategies and the contribution of undergraduates to the educational process. They analyze the philosophies of e-learning between the two universities, which explain some common features and differences. They concluded that

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[47] McConatha, D., Praul, M. & Lynch, M. J. (2008). Mobile learning in higher education: An empirical assessment of a new educational tool. *TOJET: the Turkish online journal of educational technology*. Vol. 7(3). P. 19–20. URL: http://digitalcommons.wcupa.edu/anthrosoc_facpub/4 (дата звернення: 14.10.2020).

each university provides quality courses to undergraduates, but the writers point out that institutions wishing to conduct remote teaching should reconsider their capabilities and technological support.

The experience of using foreign language remote teaching is growing along with the number of universities in Ukraine today. Leaders in this field are: Sumy State University, National University "Lviv Polytechnic", Kyiv Polytechnic University, Kharkiv National Automobile and Road University, Drahomanov National Pedagogical University, Khmelnytsky National University, Kherson State University, Luhansk Taras Shevchenko National University, Kryvyi Rih National University.

The UDL System organization operates in Ukraine. This partner organization brings together universities, banks, corporations, research institutes and non-profit organizations to improve technology and train new professionals to develop remote teaching. There are also other organizations, for example: The Ukrainian scientific online community and The methodological association of distance learning teachers.

CONCLUSIONS

Considering the historical path of development and implementation of remote teaching, it can be conclude that this form of teaching began to be used at the end of the 18th century due to the emergence of regular and reliable mail. This form of education was called correspondence education, which was used by many higher education institutions around the world.

With radio and television, remote education got to a new level. Beginning in the 1950s, educational programs, which gathered a wide audience, began to be broadcast. However, television and radio had such a drawback as the lack of feedback.

In 1969, the university of remote education, called the Open University, was founded in Great Britain. The University got its name to show its affordability due to the low cost of training and no need of frequent classroom attendance. Following the Open University, many universities have been opened in the world, which provide educational services remotely, and the Open University of Great Britain has become for them a basic model for organizing the remote educational process.

In today's world, remote education is becoming increasingly popular. For instance, in some countries, such as China, Latvia, the Netherlands, Algeria, Turkey, etc. from 10 to 25 % of undergraduates study in institutions remotely.

Remote teaching is a new educational standard that has appeared in Ukraine recently, but has already won its place in the pedagogical environment. Computerization in Ukraine began in 1997, which led to the development and implementation of remote education. Today, remote teaching technologies are widely used in higher education institutions of Ukraine and various educational platforms, such as Moodle, or self-developed platforms are applied.

Special attention should be paid to mobile learning with the use of technical means such as mobile phones, smartphones and tablets which is defined as a modern direction in development of remote education and considered as learning that enables real-time monitoring of learning and provides high content intensity.

SUMMARY

The article deals with the peculiarities of historical development of remote teaching. It has been determined that the idea of remote education is not new and is one the most popular ways of learning and teaching in the modern world. Initially, remote teaching was started as correspondence education for representatives of different classes of the population, who could learn only in their free time. Gradually, universities began to develop programs for remote courses, and training was carried out using the mail. With the development of new technologies and introduction of radio and television, remote teaching methods have changed and become more affordable to people.

Currently, higher education institutions in Ukraine and around the world use the most modern technical means, including mobile devices, to provide remote teaching services. The article emphasizes on the importance of remote education in the modern world based on the historical background of its development.

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MODERN FORMS OF FOREIGN LANGUAGE REMOTE TEACHING: SYNCHRONOUS, ASYNCHRONOUS AND BLENDED

Irchyshyna M. V.

INTRODUCTION

One of the most pressing, hotly debated and painful issues for education at the moment is the organization of remote education for undergraduates in connection with the COVID-19 pandemic. Although the latest technologies have been more or less successfully implemented in the teaching process in all higher education institutions of our country, at every step both academic staff members and undergraduates face and seek solutions to problems of different nature and character. Despite the existing scientific research on the psychological and pedagogical, didactic, methodological and organizational features of remote learning, the final generalized result, which would more or less equally take into account all wishes and would not be stressful for both sides of the educational process, has not been created so far.

The concept of "remote teaching" can be interpreted in various ways. For instance, according to official information presented on the website of the Ministry of Education and Science of Ukraine it is: "an opportunity to study and obtain the necessary knowledge remotely at any convenient time[48]", as well as in accordance with the Regulations on remote teaching: "individualized process of acquiring knowledge, skills, abilities and ways of human cognitive activity, which occurs mainly through the indirect interaction of distant participants of the educational process in a specialized environment that operates on the basis of modern

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[48] Офіційний сайт Міністерства освіти та науки України URL: https://mon.gov.ua/ua/osvita/visha-osvita/distancijna-osvita.

psychological and pedagogical and information and communication technologies[49]".

According to the research by V. I. Ovsiannikov, which provides a thorough analysis of the term "remote teaching", in modern theory and practice the term "remote education" is often used as a synonym: "Remote education is remote teaching. Teaching is realized through a combination of mail, radio, television, electronic communications, telephone and newspapers with limited direct contact of the undergraduate with the academic staff members or with his full absence". It is also noticed that remote teaching can be described as "a planned teaching process that uses a wide range of technologies to communicate with the undergraduates remotely in order to interact with them and assess the knowledge they have acquired[50]".

O. O. Andreiev and V. I. Soldatkin state that remote teaching is a new way of educational process organization, which is based on the principle of independent undergraduate learning. The learning environment in this case is characterized by the fact that undergraduates are mostly distant from the academic staff members in space and/or time. At the same time, they have the opportunity to establish and maintain a dialogue through telecommunications at any time. O. O. Andreiev and V. I. Soldatkin also define remote teaching as "a set of information technologies that provide undergraduates with the bulk of the research material, interactive cooperation of those who teach and those who are being taught, in the educational process, giving undergraduates the opportunity to work independently to master the material, as well as assessment of their knowledge and skills acquired in the learning process". According to the authors, remote learning is a new stage of remote learning, which

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[49] Положення про дистанційне навчання. *Наказ міністерства освіти і науки України від 25.04.2013 № 466.* Зареєстровано в Міністерстві юстиції України 30 квітня 2013 р. за № 703/23235. URL: https://zakon.rada.gov.ua/laws/show/z0703-13#n18.

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provides the use of information technology based on the use of personal computers, video and audio equipment[51].

There is one more rather comprehensive definition by O. O. Andreiev, which takes into account all the features and options for the organization of remote teaching: "Remote teaching is a synthetic, integrated humanistic form of learning, based on the use of a wide range of traditional and modern information technologies and their technical means used for delivery of educational material, its independent study, dialogue exchange between the academic staff members and the undergraduates, and the learning process is generally uncritical about their location in space and time, as well as about a particular educational institution[52]". According to this definition, remote teaching appears as a special pedagogical technology of the XXI century based on open learning strategy using modern technologies for communication in the informational environment.

All these definitions reflect one or more aspects of a complex and multifaceted phenomenon associated with remote teaching using modern computer technology. However, the success of remote teaching depends on its effective organization, on the management of the process itself, and on the skills of the academic staff members involved. Moreover, it has its own peculiarities and features that allow to significantly expand the types of educational work compared to traditional teaching. That is why there are two main approaches to the way remote teaching can be organized: synchronous and asynchronous remote cooperation.

1. Asynchronous teaching

Asynchronous teaching or learning refers to a remote education, when there is no direct contact between the academic staff members and the undergraduates. The process does not take place so quickly, with a slight delay, due to the impossibility of personal presence. But this is a great option for those who do not have the opportunity to travel outside their place of residence and study in close contact with the academic staff

[51] Андреев А. А., Солдаткин В. И. (2000). Дистанционное обучение: сущность, технология, организация. М. : Изд-во МЭСИ. 350 с.
[52] Андреев А. А. (1998). Введение в дистанционное обучение. *Компьютеры в учебном процессе*. М. : Интерсоциоинформ. № 2. С. 25–68.

member. At the same time, asynchronous education goes even further, based on the sometimes completely independent work of the undergraduate. The academic staff members prepare the materials and training scheme in advance, and the undergraduate assimilates the information in a free online schedule without interactive interaction. The undergraduate sends the completed assignments to the academic staff member, who can check them after a while, that is, the educational process takes place in a delayed format.

According to the definition on the website of the University of Waterloo, asynchronous learning means that the academic staff member and the undergraduates in the course all engage with the course content at different times (and from different locations). The academic staff member provides undergraduates with a sequence of units which they move through as their schedules permit. Each unit might make use of assigned readings or uploaded media, online quizzes, discussion boards, and more. The academic staff member guides the undergraduates, provides them with feedback, and assesses them as needed[53]. Thus, asynchronous learning occurs when undergraduates learn the same thing at different times and from different places.

The main characteristic of asynchronous learning is that it is more or less detached from the usual constraints. That is, it is not dictated by time, place or collaboration between academic staff members and undergraduates. There are always exceptions and variations though. This critical topic of independence is transforming both the teaching and the learning processes.

There are many ways of how asynchronous teaching can be organized, for instance:

1) **e-learning** – one of the most advanced types of asynchronous learning. Typically, e-learning takes place on the learning platform: instructors upload training courses there, and undergraduates take them – each in their own account;

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[53] Synchronous and asynchronous online learning. University of Waterloo official website. URL: https://uwaterloo.ca/keep-learning/strategies-remote-teaching/synchronous-vs-asynchronous-online-learning.

2) a **mailing list course** – is a chain of emails about a specific learning topic, where each letter is a lesson, and together they add up to a complete programme. It is possible to send targeted questions, answers or approvals to anyone involved in the learning process by email. However, more and more spam filters block emails, thereby disrupting the dialogue and making it unreliable. This type of communication is only suitable for personal "targeted" communication, making public discussions difficult. Moreover, it can be extremely inconvenient to accumulate materials in the form of e-mails, as well as to store them for a long time;

3) **videos** (YouTube etc);

4) **wikies** (a relatively new and popular way to exchange information. It is a website that can be shared by any learner, with the ability to editing and entering new data. Group participation in the creation of the material makes the process interesting, involving undergraduates in the formation of the knowledge base. Editing is not only a wiki's strength, but also a weakness. Ability to change the content and add other data can lead to negative consequences. Therefore, it is necessary to limit rights and constant monitoring);

5) **online textbooks and e-books**;

6) **articles and blogs**;

7) **interactive presentations**;

8) **web-sites and forums**;

9) **tests, tasks and exercises**.

Asynchronous teaching and learning have a number of advantages, like:

• **flexibility of the schedule** – the undergraduates himself chooses the mode of mastering knowledge that is convenient for him. Undergraduates can access the course content, and initiate or respond to interactions with the instructor and their peers, when it best suits their schedule. Allows undergraduates to work around unanticipated challenges such as falling sick for a week, or dealing with a family emergency;

• **accessibility** – you can study new materials from anywhere in the world and

- **individualism** – it is not necessary to enroll in a group to complete the required course; the schedule is individual;

- **saving money** – teaching and learning on online platforms does not always require the undergraduates to have a textbook;

- **comprehension-friendliness** – recorded sessions allow undergraduates time to digest the session content and/or conduct further research before posing questions in a discussion group. This is better for more deliberate thinkers and also, in some cases, for undergraduates whose first language is not English;

- **independence** – undergraduates can re-watch recorded sessions to deepen their learning, or to review content prior to a final exam. Undergraduates can likewise review threads in discussion groups long after those discussions have taken place;

- **democracy** – during a live session, only a small number of undergraduates will be able to ask questions; in an online discussion group all undergraduates can pose questions or make comments.

According to S. Hrastinsky, asynchronous learning provides an impetus for the development of professional and personal qualities in a person, which will definitely be useful in the future. Having the opportunity to discuss their ideas within the framework of the studied program, undergraduates actively interact with other participants, they learn to present information and develop it further. The researchers argue that asynchrony helps to increase the level of motivation in a person, which, in turn, contributes to a deeper and faster memorization of information. Working on assignments online, undergraduates have a lot of time to process knowledge, think about solutions. The resulting interaction with other undergraduates develops their cognitive skills, communication skills, and activates thinking[54].

Obviously, there are also some disadvantages, for example:

- **lack of teacher's attention:** undergraduates might feel less connected to an instructor when they are watching a recorded session;

- **lack of peer communication:** undergraduates might feel less connected to the course overall when they do not see their classmates;

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[54] Hrastinski, S. Asynchronous and Synchronous E-Learning. URL: http://net.educause.edu/ir/library/pdf/EQM0848.pdf

- **procrastination:** undergraduates might put off engaging with a recorded session because they can always "do it later";
- **lack of involvement:** asynchronous learning requires significant task initiation skills since none of the class time is scheduled, only the assessment deadlines;
- **lack of enthusiasm:** asynchronous learning requires a higher level of commitment and independent learning skills. For the most successful result, undergraduates need to have a high degree of responsibility and to be able to motivate themselves to study new material, follow the schedule and engage in self-control;
- **lack of universality** – not everyone who wants to learn for example the English language can be satisfied with the conditions of asynchronous education, not all programs and knowledge bases are created for this.

It becomes clear that this format of education has its own characteristics, which may not be suitable for everyone. It is worth understanding when such training can be fruitful,

- if you need to prepare for the exam in a short time, as this format will help to achieve maximum performance in the test format;
- if it is necessary to memorize a lot of theoretical knowledge, the undergraduate has the opportunity to repeat the material as long as it takes to fully memorize it;
- if it is necessary to teach the maximum number of undergraduates with different levels of training, there is no need to create a group for this and teach everyone at once, each undergraduate receives his own material, which is convenient for both themselves and the academic staff member.

However, asynchronous teaching cannot achieve its goal completely if the passage of practical material is needed, where the interaction of the undergraduate and the academic staff member is important. It can be quite chellenging to learn, for example, singing, driving a car or playing a musical instrument remotely; or if visual examples and live communication with the curator are essential to memorize information. This often happens when studying foreign languages, when a dialogue with an academic staff member or with a direct native speaker is

required. In these cases, usually asynchronous learning is complemented by online conversations, necessary materials for oral study.

The rapid spread of modern computer telecommunications puts on the agenda a number of philosophical, political and social issues related to this phenomenon. At the present the Internet tends to be not just a system of storing and transmitting large amounts of information but becomes a new psychological environment and sphere of human life. Users of computer networks have a number of psychological innovations (interests, motives, needs, attitudes, forms of psychological and social activity), directly related to this new space.

2. Synchronous teaching

Synchronous teaching is a method of e-training which is conducted in real time. The academic staff members and the undergraduates engage with the course content and each other at the same time, but sometimes from different locations. The synchronous format is more familiar and understandable for most representatives of the generation born before the digital age, or for those who are poorly versed in new technologies. In addition, people with a predominance of extroverted traits prefer the synchronous format.

To organize such training various tools can be used in real time. The most widely-used are:

1. **Live text conferences (chats).** The most common communication options are face-to-face chats between two participants in the learning process. However, if necessary, the chat can be public with 3 or more participants in the remote learning process. The disadvantages include the lack of visual contact, and on the part of the academic staff member, the inability to check with whom he/she really communicates. This is especially important when testing knowledge, for example, when conducting remote exams or seminars[55].

2. **Voice and video conferences.** Communication takes place in direct contact with the academic staff member and undergraduates via such team-oriented tools like Skype, Zoom, Microsoft Teams

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[55] Mardarovsky D. Асинхронное и синхронное обучение: что выбрать? URL: https://el-blog.ru/sync-async-learn/

and Google Meet and many others for videoconferencing, along with other multiuser platforms like Dropbox, Google Drive or Microsoft OneDrive. With video communication, the line between face-to-face communication and remote teaching is blurred. In fact, this method of acquiring knowledge combines all the positive qualities of classical full-time education and remote teaching.

3. **Virtual reality conferences (VR).** The prospects for remote learning are such that, according to some forecasts, they will soon move to virtual reality. While many organizations shy away from introducing information technology into their work system, some large companies are beginning to introduce VR into their work schedule and get impressive results in this regard. The widespread distribution of VR, of course, should not be expected so far due to the expensiveness of the technology, but in the future this method can be gain popularity[56].

Therefore, the advantages of the synchronous format are as follows:

- **Live communication.** Undergraduates can ask questions and get answers in real-time, as the session is proceeding.
- **Flexibility of presentation.** The academic staff member can gauge the undergraduates understanding in real-time, and adjust the session accordingly.
- **Presence effect.** Undergraduates feel an increased sense of the academic staff member actually "being there".
- **Real-time workshops.** Academic staff members can facilitate workshop-style classes and run breakout group activities.
- **Peer-to-peer live chats.** Real-time interaction can liven up the lesson and make undergraduates feel engaged.
- **Strict schedule.** Synchronous sessions provide a schedule to help undergraduates who struggle with task initiation to stay on track.

Nevertheless, there are some drawbacks, such as technical problems or not having the necessary equipment or being in different time zones, or inability to take part into the educational process due to health problems or family emergencies. In addition, for some undergraduates and academic staff members it might be uncomfortable to work from

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[56] Accent Language Center. Асинхронное обучение. URL: https://accent-center.ru/ru/articles/asinhronnoe-obuchenie.html.

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home. What is more, conducting lectures online can be more difficult than sticking to asynchronous style. However, the working day of the synchronous-style academic staff member has its strict limits while the asynchronous one tends to be available all the time. This can lead to quite an exhausting daily routine for academic staff members.

3. Blended remote teaching

The search for schemes where the way the educational process is organized with all the advantages of synchronous and asynchronous remote teaching strategies led to the idea of blended remote teaching – an educational process in which these strategies are combined. Thus, educational process is built on the interaction of the undergraduate not only with a computer, but also with an active academic staff member, and the independently studied material can be analyzed, summarized and used to solve assigned tasks.

However, even this approach can also be rather debatable. In the article "The Difference Between Emergency Remote Teaching and Online Learning" published on EDUCAUSE by C. Hodges, S. Moore, B. Lockee, T. Trust and A. Bond, the authors mention that the idea of blended learning was drawn into political agendas without paying sufficient attention to the fact that institutions would make different decisions and invest differently, resulting in widely varying solutions and results from one institution to another[57].

In higher education, blended teaching is used very actively at universities in the USA and Europe. In 2007 about 55 % percent of US universities used blended teaching in the educational process. According to forecasts analysts, this figure will gradually grow and increase to 80 %. The USA is the leader in the use of blended teaching[58].

Initially, the idea of blended teaching was to provide the undergraduates with the opportunity to choose the most convenient organizational form of training. But in fact, blended learning is almost always established by the university, and the undergraduate is given

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[57] Hodges C., Moore S., Lockee B., Trust T., Bond A. (2020). URL: https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning.
[58] Accent Language Center. Асинхронное обучение. URL: https://accent-center.ru/ru/articles/asinhronnoe-obuchenie.html.

freedom only within this model. In addition, it turns out to be difficult to implement an individual approach to the choice of the studied content. The schedule of the educational process is also is the same for everyone and, as a rule, covers the entire duration of the academic term. In other words, there is no real freedom of choice in existing in blended learning models.

Nowadays, the effectiveness of mastering the course is directly related to the correct choice of the forms (synchronous – asynchronous) and the way the lesson is organized. The optimal combination of the methods of teaching is the core of blended teaching technologies. But in any combination of the listed forms, they should form a holistic educational process, assuming that part of the educational and cognitive undergraduates' activities take place under the direct supervision the academic staff member, and part is submitted for independent work with a remote nature of interaction with the teacher[59].

4. Emergency remote teaching

During the previous academic year, many undergraduates and academic staff members colloquially referred to their courses as "online classes". While these courses were being taught online, it is essential to distinguish classes that were deliberately designed to be administered online from courses that suddenly shifted online due to an emergency (like the switch to remote teaching in spring 2020). In many countries remote teaching has become a forced choice which will finish as soon as the lockdown has been cancelled[60]. Thus, the curricula have not been designed to be used during the whole academic year but transferred online from physical classrooms. These hurried moves online by so

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[59] Стариченко Б. Е. Синхронная и асинхронная организация учебного процесса в вузе на основе информационно-технологической модели обучения. *Инновационные технологии в образовании.* URL: file:///D:/%D0%9D%D0%9E%D0%92%D0%90%D0%AF%20%D0% 9A%D0%90%D0%A4%D0%95%D0%94%D0%A0%D0%90/%D0%9F%D0%A3%D0%91 D0%9B%D0%98%D0%9A%D0%90%D0%A6%D0%98%D0%98/2020-21/sinhronnaya-i- asinhronnaya-organizatsiya-uchebnogo-protsessa-v-vuze-na-osnove-informatsionno- tehnologicheskoy-modeli-obucheniya.pdf.
[60] Purdue Online Writing Lab. Coollege of Liberal Arts. Purdue University URL: https://owl.purdue.edu/research/owl_conversations/Essays/remote_teaching_a_students_ perspective.html.

many institutions at once could seal the perception of remote teaching as a weak option, when in truth nobody making the transition to remote teaching under these circumstances will truly be designing to take full advantage of the affordances and possibilities of the online format. As a result, remote teaching is frequently considered to be of lower quality than face-to-face teaching, although this is quite a controversial statement.

In contrast to experiences that are planned from the beginning and designed to be online, emergency remote teaching is a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances. It involves the use of fully remote teaching solutions for instruction or education that would otherwise be delivered face-to-face or as blended or hybrid courses and that will return to that format once the crisis or emergency has abated. The primary objective in these circumstances is not to re-create a robust educational ecosystem but rather to provide temporary access to instruction and instructional supports in a manner that is quick to set up and is reliably available during an emergency or crisis. When we understand emergency remote teaching in this manner, we can start to separate it from "remote teaching". There are many examples of other countries responding to school and university closures in a time of crisis by implementing models such as mobile learning, radio, blended learning, or other solutions that are contextually more feasible.

According to EDUCAUSE experts, typical planning, preparation, and development time for a fully online university course is 6–9 months before the course is delivered. Additionally, online courses are normally designed in accordance with theoretical and practical standards for teaching in virtual contexts. By contrast, the short transition timeline for implementing online instruction in spring 2020 made applying of these standards and preparing instructors next to impossible. As a result, logistical and technical problems are inevitable.

Furthermore, the success of remote teaching implementations depends on the academic staff members' level of digital fluency. The EDUCAUSE experts state that academic staff members are usually more comfortable teaching online by the second or third iteration of their online courses. It will be impossible for every academic staff member to

suddenly become an expert in remote teaching and learning in this current situation, in which lead times range from a single day to a few weeks. Many of the online learning experiences that academic staff members will be able to offer undergraduates will not be fully featured or necessarily well planned, and there is a high probability for suboptimal implementation.

Thus, the campus support teams that are must be available to help faculty members learn about and implement remote teaching will not be able to offer the same level of support to all academic staff members who need it. Faculty support teams play a critical role in the learning experiences of undergraduates by helping academic staff members develop face-to-face or online learning experiences. Current support models might include full-course design support, professional development opportunities, content development, learning management system training and support, and multimedia creation in partnership with faculty experts. Academic staff members who seek support typically have different levels of digital fluency and are often accustomed to one-on-one support when experimenting with online tools. The urgent shift to remote teaching requires that academic staff members take more control of the course design, development, and implementation process. With the expectation of rapid development of remote teaching and learning events and the large number of academic staff members in need of support, faculty development and support teams must find ways to meet the institutional need to provide instructional continuity while helping academic staff members develop skills to work and teach in an online environment. As such, institutions must rethink the way instructional support units do their work, at least during a crisis.

To sum up, the rapid approach necessary for emergency remote teaching may diminish the quality of the courses delivered. A full-course development project can take months when done properly. The need to "just get it online" is in direct contradiction to the time and effort normally dedicated to developing a quality course. Online courses created in this way should not be mistaken for long-term solutions but accepted as a temporary solution to an immediate problem. Especially

concerning is the degree to which the accessibility of learning materials might not be addressed during emergency remote teaching[61]. This is one of the most important reasons that universal design for learning should be part of all discussions around teaching and learning.

5. Remote teaching in Ukraine

Having just several centres, Ukraine has already made the first significant steps in spreading remote teaching. Remote teaching has been designated as a new form of education in the "Law of Ukraine on higher education" and "Concept for the development of remote navigation in Ukraine" and the programme of its development has been approved. It is necessary to carry out a further significant work with the accreditation of distance curricula and the procedure of recognition of diplomas, received after this form of education. The innovations in the field of ICT also faces some challenges like correspondence to the principles of pedagogy, methodology, administrative management and finance, protection of quality of knowledge, rights of intellectual power and aspects.

In the context of such radical changes of higher education, there are some important aspects which must be taken into account:

1. To start with, the development of remote teaching strategies in Ukraine began much later in comparison to countries of Western Europe and was conducted in extremely unfavorable circumstances. For a long time, the strategy of remote teaching development was absent in Ukraine. The level of information discontinuity also played an important role. On the one hand, Ukraine belongs to the group of fifty biggest countries according to number of population and size of territory. However according to the Network Readiness Index 2016, it takes the 64th position out of 139 countries, estimated for this criterion[62].

2. It is necessary notice that the rate of annual increase in all types of information resources in Ukraine are significantly ahead of the European countries, as there is insufficient saturation of the of the ICT market. For

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[61] Hodges C., Moore S., Lockee B., Trust T., Bond A. 2020. URL: https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning.
[62] The Global Information Technology Report (2016). *Innovating in the Digital Economy.* URL: http://www3.weforum.org/docs/GITR2016/WEF_GITR_Full_Report.pdf.

the last five years the market of ICT has become even more famiiar to Ukraine.

3. Theoretical, practical and social aspects of remote teaching in Ukraine were poorly developed. Some research by Ukrainian scholars P. V. Dmitrenko, V. M. Kukharenko, V. V. Oleinyk, Yu. A. Pasechnik, O. V. Tretiak and many others were published mainly in 1999–2000 and thus did not influence the situation in Ukraine. The same is about some local achievements in the field of remote teaching at various educational institutions and scientific organizations.

International Science and Research Centre of Informational technologies and systems of the National Academy of Sciences and the Ministry of Education we

The International Scientific and Scientific Center for Information Technologies and Systems by (ISSCITC) the National Academy of Sciences and the Ministry of Education and Science is one of the first scientific and educational organizations in Ukraine, which was updated in 1995. Creating and spreading of remote teaching strategies, it combined the advantages given by communication technologies with the correspondent pedagogical methods by establishing of telecommunication didactic laboratory and distributing new remote teaching strategies based on up-to-date ICT. With the establishment of telecommunication didactic laboratories and further research in the framework of this structure, the results of the wide international participation of the leading universities in England, Holland, Norway, France, Mexico etc. The experience of remote teaching courses designing and development made it possible to formulate a number of important issues and realize the problems, which occur in the process of remote teaching implementation[63].

Currently, one of the most widely-used systems of remote teaching in Ukraine is Moodle (Modular Object-Oriented Dynamic Learning Environment) also referred to as the learning management system (LMS), course management system (CMS), virtual learning environment (VLE) or simply educational platform for, which gives

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[63] Концепція розвитку технологій дистанційного навчання в Україні. URL: https://buklib.net/books/24385/.

academic staff members and undergraduates a wide range of tools for computerized teaching, both face-to-face and remote one. Moodle can be used at educational institutions of all levels, in computer classes as well as for the independent work at home. This system provides various remote teaching procedures, which can be both for synchronous and asynchronous, and therefore, blended remote teaching.

Moodle ensures the possibility of installation of teaching materials and provides the means of access to resources and management and guarantees the interaction of participants during the educational process, for instance, Internet conferences, forums, discussions and chats. Using of networking technologies allows the undergraduates to have their own strategy of education and facilitates not only knowledge and skills acquisition, forms of professional behaviour, but also the formation of the certain structure of personal qualities. The research of conditions of professional competence formation of the future specialists showed that by using the curricula which contain remote teaching components encourages undergraduates' personal responsibility[64].

All in all, although the level of readiness to emergency remote teaching was not as high in Ukraine as in some European countries, scholars and academic staff members managed to urgently adapt to blended remote teaching strategy by using a range of telecommunication technologies, including Moodle.

CONCLUSIONS

Remote teaching is becoming more and more widely-spread in the world due to the COVID-19 pandemic and other challenges of the modern times. This is both convenient and effective, and also very promising. According to Ambient Insight, the online education market is growing by 5 % every year. Thus, after a couple of years, it will gradually begin to replace offline learning. This is true both for the corporate sphere and for the general education. Also, the results of some studies indicate that digital technologies are becoming more effective in

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[64] Болюбаш Н. М. (2010). Фактори та умови формування професійної компетентності майбутніх економістів засобами інформаційного середовища Moodle. *Інформаційні технології і засоби навчання*. № 3(17). URL: http://www.ime.eduua.net/em17/emg.html.

education than traditional ones. Already today, many educational institutions use interactive tests, videos, games for better assimilation of information.

As it developed, remote teaching involved new means of transmitting information: television, interactive video, Internet, etc. Subsequently, two main approaches to the implementation of remote teaching appeared – asynchronous and synchronous teaching.

The main distinguishing feature of remote teaching from other types of teaching is the versatile use of modern technologies in the educational process. They can help both in providing undergraduates with the necessary materials for learning, or in testing the acquired knowledge, and in communication with the academic staff member. There are many implemented remote education projects, which differ in technology and media – from the use of paper and telephone to the organization of online conferences.

Asynchronous form involves the individual pace of processing of educational material. The technical basis of this approach can be ordinary correspondence, e-mail, television, web-technology. The advantage of this form of organization is the free pace and schedule of training, which gives the necessary flexibility of the curriculum. The responsibility of the quality of education is based mainly on the learner as it depends on his\her motivation, engagement and effort.

Synchronous form, along with the individual pace of processing of educational material, provides synchronous communication between undergraduates and academic staff members. This can be done through interactive television, instant text or voice messaging, video conferencing.

The combination of synchronous and asynchronous forms, which is blended remote teaching, is probably the most successful way of remote teaching as it can give both the required contact and feedback; and give the undergraduates time and flexibility to comprehend the material and deepen their knowledge on their own. Such a method has already been used in American and European universities.

However, it must be taken into account that there is a significant difference between the course designed deliberately as the online course and the existing curricula which have been transferred online. As

a result, the quality of remote teaching is yet to grow after thorough consideration and implementation of today's remote teaching experience both in Ukraine and in the world.

SUMMARY

The article deals with the peculiarities of implementation of remote teaching in the modern world. It has been determined that remote teaching has two main forms – synchronous and asynchronous. Synchronous teaching is claimed to be closer to the traditional face-to-face communication as in this case academic staff members and the undergraduates work together according to the schedule. Asynchronous teaching is based on the prepared in advance materials which are given to the undergraduates so that they can work with it whenever it is convenient for them according to their personal schedule. The article emphasizes that both synchronous and asynchronous forms of remote teaching have advantages and disadvantages which can possibly be avoided by using blended remote teaching, that is, a combination of these two forms in order to make the educational process in general and each lesson in particular holistic and integral. The attention is also drawn to the difference between the initially online course and the one which had been converted into such format due to unpredicted circumstances. The peculiarities of Ukrainian remote teaching realia and one of the most widely-spread means of remote teaching resources have also been mentioned.

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10. Hodges C., Moore S., Lockee B., Trust T., Bond A. (2020). URL: https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning.

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MEANS OF THE FOREIGN LANGUAGE
REMOTE TEACHING ORGANIZATION

Kuzmenko A. O.

INTRODUCTION

Currently, the process of society informatization has become one of the most significant global processes of our time. Informatization as an objective regularity is inevitable and is one of the conditions for the successful solution of the problems of socio-economic development and military construction in any country, and one of its priority areas is the informatization of education, which creates a material and methodological basis for the emergence and development of new forms of education[65].

The success of modern education is determined, first of all, by a flexible response to constantly changing conditions. The state and society need a specialist who is able to restructure the content of his activities in accordance with the changing requirements of the labour market[66].

Remote teaching, which implies the transmission of knowledge over a distance, today has already acquired the status of a traditional form of education. At the present stage of education development, remote education presupposes skills in handling the latest information technologies, the ability to work with text and the availability of appropriate electronic support for all participants in the process – academic staff and undergraduates.

The investigations of Yu. K. Babansky[67], Z. R. Devterova[68], E. S. Polat[69], etc. are devoted to forms and means of teaching.

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[65] Андреев, А. А. (1998). Введение в дистанционное обучение. Ч. II. М. : МЭСИ. 17 с.
[66] Кашлач, В. М. (2010). Становление профессиональной мобильности педагога в процессе профессионального образования. *Сибирский педагогический журнал*. № 3. С. 28–33.
[67] Бабанский, Ю. К. (1987). Интенсификация процесса обучения. М. : Знание. 80 с.
[68] Девтерова, З. Р. (2010). Методология реализации систем дистанционного обучения. *Сибирский педагогический журнал*. № 11. С. 31–39.

The essence of new information technologies in remote teaching has been considered by V. Yu. Bykov[70], G. Davies[71], T. Husak[72] and others. The works of N. A. Kameneva[73], I. V. Kiian[74], R. E. Sadoyan[75] and others deal with organization of a computer (programmed) teaching process.

The idea of foreign language remote teaching is that the interaction of the academic staff member and the undergraduate takes place in cyberspace. They are both at their computers and communicate mainly in a foreign language via the Internet. The world's telecommunications infrastructure today makes it possible to create systems of mass lifelong learning, general exchange of information, regardless of temporal and spatial zones. Remote teaching has entered the XXI century as the most effective system of training and continuous support of highly qualified specialists.

The organization of virtual spaces as a kind of entry points for undergraduates of a certain level ("classrooms"), where links lead to individual offices of an academic staff member, where there is a direct educational interaction. Models, forms and means of remote teaching can be selected for the educational process depending on the size of the group, the number of groups, other features of the educational process in the institution and taking into account the characteristics of the discipline studied and the specifics of the group (number of applicants, number of subgroups, etc.). These models, forms and means tend to be investigated in the following abstracts.

[69] Полат, Е. С. (2004). Теория и практика дистанционного обучения : учеб. пособие. М. : Академия. 416 с.

[70] Биков, В. Ю. (2001). Дистанційна освіта – перспективний шлях до розвитку професійної освіти. *Педагогічна газета*. № 1. С. 2.

[71] Davies G., Higgins J. (1982). Computers in Language and Language Learning. London: CILTR. 285 p.

[72] Гусак Т., Малінко О. (2000). Можливості та перспективи дистанційного навчання у вузі. *Рідна школа.* № 10. С. 41–42.

[73] Каменева, Н. А., Зенина, Л. В. (2013). Distance learning for developing knowledge and skills in English language teaching. *Вестник УМО*. № 5. С. 3–6.

[74] Киян, И. В. (2010). Варианты контроля знаний в системе дистанционного обучения. *Сибирский педагогический журнал*. № 12. С. 52–58.

[75] Садоян, Р. Э. (1998). Начальный этап построения системы мультимедийного дистанционного обучения иностранным языкам. *Дистанционное образование*. № 2. С. 26–31.

1. E-service as a form of remote teaching platform

The use of information computer technologies can significantly increase the cognitive and communicative interest of undergraduates in the study of a foreign language, the desire for independent work in mastering a foreign language and professional knowledge in the context of remote education, allows a better and more efficient differentiation of learning and helps and eliminates knowledge gaps, and expands own knowledge.

Internet technologies within the framework of this training make it possible to form the skills and abilities of reading, oral and written speech of undergraduates, thanks to the inexhaustible information resources of the global network: news information from around the world, encyclopedias, regional studies and other sites[76]. A significant contribution to the development of modern remote teaching technologies has been made by different software products, which can provide a constructive dialogue between an academic staff member and an undergraduate or a group of undergraduates. To provide remote teaching in the most productive way it is proposed different software products / **e-services** for organization remote teaching process.

Although, how perfect the platform is, an academic staff member starts with telephone calls or messaging for giving information about future work on a platform, instructions about the access, registration or links to join (Picture 1).

Social networks, remote messaging services and mobile applications such as Viber, Telegram, WhatsUp allow you to create closed groups, communities, chats, discuss topics, tasks, problems, information.

The **Moodle** platform (https://moodle.org/) is a free open remote teaching management system[77]. It allows using a wide range of tools for educational interaction between academic staff, undergraduates and the administration of the educational institution. In particular, it provides an opportunity to submit educational material in various formats (text, presentation, video, web page; lesson as a set of web pages with

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[76] Гутарева, Н. Ю. Дистанционное обучение иностранным языкам в неязыковом вузе. URL: http://psibook.com/linguistics/distantsionnoeobuchenie-inostrannym-yazykam-v-neyazykovom-vuze.html.
[77] Moodle. URL: https://moodle.org/?lang=ru.

a possible intermediate performance of test tasks); to carry out testing and interrogation of undergraduates with the use of questions of the closed (multiple choice of the correct answer and comparison) and open types; undergraduates can complete tasks with the ability to send relevant files.
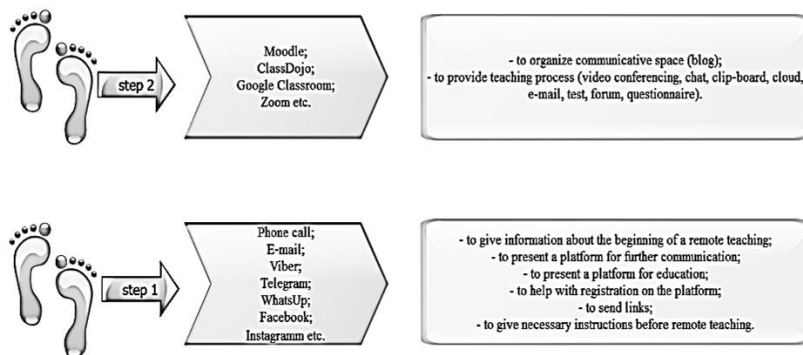
Picture 1. On-line services
for organization remote teaching process

In addition, the system has a wide range of tools for monitoring undergraduates' learning activities, such as: the total time of the undergraduate's work with a particular subject, relevant topics or components of the material, the overall performance of the undergraduate or class in the test. Moodle has in its tools: forms of submission of tasks; discussion forums; download files; evaluation journal; messaging; calendar of events; news and announcements; online testing; Wiki resources.

ClassDojo[78] is a closed educational social network developed by British teachers and IT technologists, which has a high degree of personal data protection. The ClassDojo remote teaching platform is one of the most convenient. It is suitable for desktop PCs, laptops, tablets and mobile phones. The principle of work is simple and convenient: an academic staff member registers on the platform, creates his / her

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[78] ClassDojo. URL: https://www.classdojo.com.

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"Class", adds undergraduates and sends them links to the "Class". Communication between an academic staff member and undergraduates will take place as follows: Class participants will see publications from the academic staff member in chronological order. It is a bit like the usual news feed on social media. The academic staff member will be able to attach to the materials and tasks PDF-files, links to web resources. A separate option of the platform is to create tasks of four types. An undergraduate can write a work and attach a file or draw a work, take a photo or make a short video. The academic staff member can immediately see what task an undergraduate has completed. A big plus is the opportunity for undergraduates to communicate on the "Class" page: after the academic staff member has created a post, undergraduates can comment on it. The academic staff member can explain something to them there.

The bonus will be the gamification of learning. Each undergraduate will receive an avatar in the form of a monster. The task of the monster is to collect points for the task. It is assigned a certain number of points to the undergraduate for each academic staff member. It is advised to develop an interesting economic marathon for the time of remote work: to announce that in a month each monster should gather 300 "creatives" (name the currency in points as you like). As soon as an academic staff member assigns points, a student receives a green circle and "+10", "+5" on the avatar. For non-fulfillment of deadlines and tasks, an academic staff member, on the contrary, can remove the "creative" from the student – then a red circle with the inscriptions "–10", "–15" will light around his/her avatar. So, the monster will have to perform some other tasks to cover the negative balance.

Another big plus is that parents can join this system by invitation via the link. They have to download the application to the phone and enter the code from an academic staff member. Again, an academic staff member send links to parents so that they can see only their child and their results in the Classroom, as well as a taskbar and comments from everyone. This is how parents will be able to track the child's progress during remote teaching in the dynamics.

Google Classroom[79] is a free service that anyone with a Google Account can use. An academic staff member enters the system and creates his / her "Class", where he / she will publish teaching materials, give tasks to undergraduates and communicate with them. Links to this "Class" should be sent to all undergraduates. If undergraduates use the platform from the phone, they must download the application of the same name to the mobile.

Thus, an academic staff member will arrange the lessons in the "Classroom" in a clear sequence, and undergraduates will be able to comment on these lessons and see all the necessary references and their grades. All this is on one page.

The Google Classroom platform is a service that connects Google Docs, Google Drive and Gmail, allowing an academic staff member to organize online teaching using video, text and graphics. A academic staff member has an opportunity to test, monitor, systematize, evaluate activities, review the results of exercises, apply various forms of assessment, comment and organize effective communication with undergraduates in real time. The main element of Google Classroom is groups. Functionally, groups resemble the structure of forums, as they allow users to send messages to other users easily. With the Hangouts service, undergraduates and academic staff can have real-time online conversations using a computer or a mobile device, and team members can show their screens, watch, and work together. This broadcast will automatically post to the YouTube channel. The platform also allows Google forms to collect undergraduate's responses and then automatically evaluate test results.

Zoom[80] (zoom.us/download) is a service for video conferencing and online meetings. To do this, an academic staff member needs to create an account. The free version of the programme allows holding a video conference lasting 40 minutes, but for the period of the pandemic, the service removed this restriction. Zoom is suitable for individual and group classes. Users can use the application on a computer as well as on a tablet or smartphone. Any user can join the video conference by

[79] Google Classroom. URL: https://classroom.google.com.
[80] Zoom. URL: https://zoom.us.

following the link or conference ID. Classes can be scheduled in advance, as well as links for regular meetings at a specific time. The platform has a built-in interactive whiteboard that can be shown to undergraduates. In addition, it can be easily and quickly switched from screen demonstration to interactive whiteboard.

2. Arranging the foreign language remote teaching

According to the use of media services, there are organizational and technological models of remote teaching: single media, multimedia, hypermedia and virtual university[81].

Single media is the use of one mean of teaching and information transmission channel. For example, teaching through correspondence, educational radio or television programmes. The dominant learning tool is usually a printed material. There is almost no two-way communication, which brings this model of remote teaching closer to traditional part-time learning.

As for the English training, this type of media is good only for presenting theoretical material, lectures or teaching in form of 'peeping through a key hole' – broadcasting of a real life / offline lesson. This way an undergraduate is a recipient, but not a reproductive foreign language user.

Multimedia is the use of various teaching aids: printed materials, computer programmes for educational purposes on various media, audio and video recordings. However, the "one-direction" transfer of information dominates. If it is necessary, elements of full-time education such as meetings of undergraduates and an academic staff member, conducting final training seminars or consultations, face-to-face exams etc.

Hypermedia is a third-generation remote teaching model that involves the use of new information technologies with the dominant role of computer telecommunication systems. The simplest form is the use of e-mail and teleconferencing, as well as audio training (telephone). With further development, this model of remote teaching includes the use of a set of tools such as video, fax and telephone (for video conferencing)

[81] Ефремов, О. В., Беляев, П. С. Информационные системы в науке, образовании и бизнесе. URL: http://window.edu.ru/catalog/pdf2txt/601/38601/16379?p_page=5.

and audiography with the simultaneous widespread use of video discs, various hyper tools, knowledge systems and artificial intelligence.

These types of media are transitional. They are rather convenient for teaching foreign languages and have a lot of advantages such as teaching listening skills with audio, linguocultural comprehension with video, speaking with audio training and e-mails.

Virtual universities. The training servers developed by universities are 'an extension of the walls' of the university itself. In its virtual classrooms, as well as in the main ones, it will be possible to listen to a lecture later, to perform a laboratory research on a virtual stand, and to find means for designing, performing calculations, modelling of the designed device. However, it is possible that all of the above will be the prerogative of specialized virtual universities – electronic open universities without walls.

This model is full of possibilities for teaching foreign languages with taking into account all the problems with the Internet services, personal priorities of an undergraduate. An undergraduate can decide when, how long and where to study, has an opportunity to revise the material and learn it as many times as it is needed. Furthermore, an academic staff member is able to watch the success of each student and to reorganize each lesson in a short time if the material is easy or difficult.

Thus, with realizing all the difficulties of teaching, learning and practicing foreign languages it is obvious that single media model is not appropriate as it does not provide duo-directed communication. It can be useful only for a traditional lecture (presenting grammar rules, explanation of lexical material or sound-pronunciation), but observation of undergraduates' success in learning is impossible.

More useful remote classes are possible with multimedia model, however, the best models, which provide the realization of all types of activities in the foreign language classes, are hypermedia and virtual university.

These models ensure success by highly-developed bifurcation in choosing types of a lesson based on communication opportunity. To make it more available within the capacity and needs of foreign language teaching there are some tasks to be solved. The main tasks solved by communication systems are the creation of a communicative space and

of educational process organization. Each of these tasks has its purposes with the ways to achieve them (Picture 2).
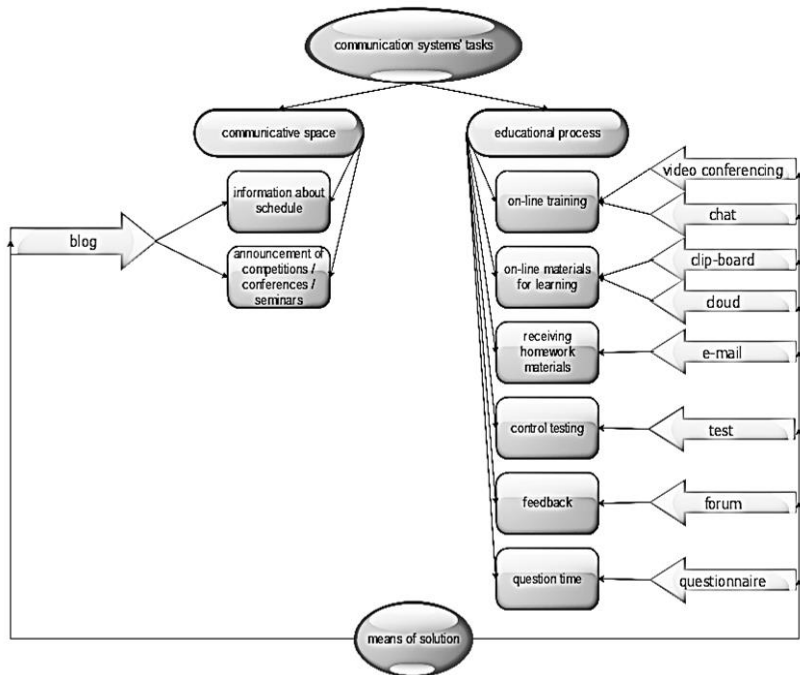
Picture 2. Communication systems' tasks and means of their solution

Creating a communicative space. It means the establishment of primary communication between undergraduates and an academic staff member. Such communication includes:

– *information about schedule*. An academic staff member can provide the information about the timetable of the following lesson, its delay or cancellation.

Also, undergraduates can be informed about the presence of other people in the lesson, e.g. a native speaker, an administration member, a student-assistant and so on;

– *announcement of competitions / conferences / seminars*. An academic staff member can propose the participation in different educational and scientific events to demonstrate undergraduate's

knowledge, compete with undergraduates of other educational institutions sharing their ideas in a foreign language. Sometimes such events are visited by citizens of foreign countries. This usually encourages undergraduates to learn a foreign language harder.

Both of these communication aims can be reached with a blog. A blog is a form of communication, where the right to publish belongs to one person or group of people. The author (mainly an academic staff member) posts a message / note on the website of his / her blog and gives the opportunity to undergraduates to read and comment on the posted material. Students have the opportunity to discuss and evaluate the quality of the publication, including in a foreign language, which promotes the development of speech skills.

These tasks are best done through remote messaging services, social networks (closed groups or communities). For such purposes, it is also possible to use the site of the educational institution (for messages that may be public, and for all messages, if the site has limited access only for higher education).

Educational process organization. It should provide the following functions:

– *conducting on-line classes*. Teaching a foreign language is impossible without life communication of speakers. For instance, only in such a way it is possible to check the correctness of pronunciation, undergraduate's speed of speech etc.

To conduct a successful synchronous on-line class it is better to use *video conferencing*. Video conferencing is a real-time online conference. It is held on a specific day and time. Video conferencing is one of the modern ways of communication, which allows you to conduct classes in "remote classes" when undergraduates and an academic staff member are at a distance. Thus, discussions and decisions, defense of projects take place in real time. An academic staff member and undergraduates can see each other, an academic staff member has the opportunity to accompany the lecture with visual material. This way, it is possible to provide classes similar to full-time face-to-face classes. An academic staff member has an opportunity to provide more oral activities such as reading aloud, monologues, dialogues, polylogue discussions etc. Video conferencing helps to follow the immediate foreign-language speech

reaction of each undergraduate, to receive undergraduate's work and check his / her mistakes simultaneously, to understand the level and the speed of undergraduates' foreign-language comprehension skills.

One of the most productive forms of video conferencing is webinar (web-based seminar). Web-based seminar was first used in 1998 and now it is one of the most popular and effective forms of distance teaching today[82]. The main feature of webinars is their interactivity, the ability of participants to demonstrate, give, receive and discuss information. Unlike the technology of using webcasts, in which data is transmitted only in one direction, the interaction of the lecturer with the audience is possible at webinars.

A characteristic feature of webinars is the use of special web technologies and the indispensable communication in synchronous live broadcast mode. As a rule, webinars on teaching a foreign language provide the opportunity: multilateral video and audio communication, downloading and watching presentations and videos, text chat, polling, demonstrating the academic staff member's computer screen to undergraduates, as well as transferring control rights from the academic staff member to undergraduates[83]

When using this form of teaching a foreign language, the undoubted advantage is the flexibility of the learning process, because to the greatest extent, the undergraduates' capabilities, the level of their knowledge are taken into account, it becomes possible to determine an individual approach to teaching, methods, time and duration of studying the material. The flexibility of training is due to a large extent to the fact that webinars are consideration of small blocks (modules), and training materials are updated in a timely and efficient manner.

Webinars are interactive; an undergraduate is involved in active cognitive communicative activity, involving the use of language knowledge to solve communication problems joining creative activities

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[82] Воронова, Е. Н. (2015). Критерии оценки и самооценки выполнения Веб-квеста по иностранному языку студентами вуза. *Web-технологии в образовательном пространстве: проблемы, подходы, перспективы. Сборник статей участников Международной научно-практической конференции.* Н. Новгород, Арзамас : ООО «Растр-НН». 581 с.

[83] Шалимова, Г. В. (2010) Вебинар или семинар? URL: https://conf.sfedu.ru/inftech2010/BR/ Shaliova.pdf. С. 65.

in groups. However, it should be noted that the emotional connection between participants in the webinar is rather weak compared to live communication, which may somewhat reduce the effectiveness of training in certain aspects. Another inconvenience of the considered form of training is a variety of technical malfunctions that can significantly change the course of the planned webinar or even cause the session to be canceled at the appointed time.

Conducting a webinar while teaching a foreign language requires not only a careful selection of material that should be most effectively perceived by participants to assimilate specific thematic information in the context of on-line training, but also the development of several scenarios for the webinar, which in case of unforeseen situations will help to promptly respond to them and continue training. When teaching foreign languages, the disadvantage of a webinar can be the loss of contact between the academic staff member and the audience due to the fact that the academic staff member does not always see the reactions of the webinar listeners, as well as the loss of the rhythm of the lesson for the same reason.

To conduct an on-line post-class educational-entertaining activity it is important to use *chat*. Chat is network users' communication in real time, a means of operational communication of people via the Internet. There are several types of chats: text, voice, audio, video chat. The most common is text chat. Voice chat allows you to communicate by voice, which is an important point when learning a foreign language remotely. For educational purposes, if necessary, you can organize communication in chats with native speakers. This is a real opportunity for language practice, which is carried out in the framework of the proposed problem for discussion, join project activities, information exchange;

– *access to various electronic educational materials*. An academic staff member should provide all the necessary materials (plan of the educational process, textbooks, students' books, workbooks, web-sites etc.) for education using their on-line versions.

Clip-boards or e-clouds are the most popular services which help to store different resources of various sizes for a long time and make it possible to access anywhen;

– *obtaining undergraduates' homework materials*. An academic staff member needs to receive all the homework materials to get acquainted with undergraduates' works before their assessment. Such homework materials may be performed in

1) a handwriting form to check undergraduates' work in details because some skills are shown only in handwriting. For example, spelling skills – computer programmes sometimes correct such people's mistakes. Thus, when an undergraduate writes a composition in the copybook, then takes photos and sends them to an academic staff member it is possible to notice different elementary problems;

2) a computer form such as a slide-show project and so on. It helps to analyze general competence of an undergraduate: to understand his / her level of lingvo-cultural, communicative and creative skills.

To receive undergraduates' homework materials e-mail is widely used. E-mail is a standard Internet service that provides the transmission of messages in the form of a text and in other forms (graphic, audio, video) in open or encrypted form;

– *control testing*. Control testing provides objective assessment of an undergraduate's knowledge and skills. The platform will count the number of correct answers and convert them into marks. Unfortunately, for such objectivity it is mostly possible to create just a multiple choice task for checking grammar, vocabulary, listening and writing activity. However, it is rather difficult to check speaking and pronunciation. An academic staff member can realize just comprehension in such exercises as "Find out the necessary transcription to the word" or "Find the correct answer to the question", but it does not mean that an undergraduate is able to pronounce the transcription correctly or to answer the question him/herself;

– *feedback*. Any lesson's feedback may be done duo-directed. It means that an academic staff member can write a short note with recommendations or praise to each undergraduate, paying attention to his / her strong and weak points and ways to prevent mistakes in future, give marks for performed tasks. Moreover, an undergraduate can express his / her attitude to the lesson and each task separately, giving his / her arguments and justifications.

To provide a feedback to the lesson an academic staff members prefer to use forums. Forum is the most common form of communication between an academic staff member and undergraduates in remote teaching. Each forum is dedicated to a specific problem or topic. The moderator of the forum implements discussions, stimulating questions, messages, new interesting information. Forum software allows you to attach various files of a certain size. You can combine several forums into one big one;

– *question time*. It means that both an academic staff member and an undergraduate have the opportunity to ask questions and get an answer outside the on-line lesson. It is a common thing that some undergraduates are shy and they do not ask to explain difficult material once again during the lesson. They are afraid to be laughed at or bulled by others. Questionnaire makes it possible to communicate with an academic staff member and to share any problems without the presence of other undergraduates. Furthermore, an academic staff member may notice that an undergraduate has a bad mood or a puzzled look, bad understanding or copying works instead of doing him-/herself. In such cases an academic staff member should make questions to this undergraduate in a private form and discuss all the problems and difficulties.

Questionnaire is used for the current control during remote teaching. It is convenient to use a variety of questionnaires. The questionnaire is a fairly flexible tool, as questions can be asked in many different ways. In remote teaching, after mastering each topic, you can use questionnaires in which the student can make a self-assessment of learning outcomes on the following indicators: understand / understand, I can solve the task on my own; understand / understand, I can solve with a hint; misunderstand / do not understand at all, I can not solve the task on my own.

CONCLUSIONS

To conclude, remote teaching is a traditional form of education nowadays. Its implementation needs some academic staff's and undergraduates' skills in handling up-to-date information technologies, the capacity to work with text and the availability of appropriate electronic support.

There are various e-platforms for providing excellent classes and after-classes activities. The most effective ones are Moodle, ClassDojo, GoogleClassroom, Zoom. Moodle is a free open remote teaching management system, which provides an opportunity to submit educational material in various formats; to carry out testing and interrogation of undergraduates with the use of questions of the closed and open types; undergraduates can complete tasks with the ability to send relevant files. ClassDojo is a closed educational social network, where its participants can write a work and attach a file or draw a work, take a photo or make a short video. Google Classroom is a free service for organizing online teaching using video, text and graphics. Zoom is a service for video conferencing and online meetings.

According to the use of media services, there are organizational and technological models of remote teaching: single media, multimedia, hypermedia and virtual university.

Before starting each of these models, an academic staff member should do two steps. Step one is to give information about the beginning of a remote teaching; to present a platform for further communication; to present a platform for education; to help with registration on the platform; to send links; to give necessary instructions before remote teaching. It can be used such on-line forms for these purposes as Phone call; E-mail; Viber; Telegram; WhatsUp; Facebook; Instagramm etc. Step two is to organize communicative space; to provide teaching process. Creating a communicative space means the establishment of primary communication between undergraduates and an academic staff member: information about schedule, announcement of competitions / conferences / seminars. All these can be done with a blog. Educational process organization should provide such functions as conducting on-line classes, access to various electronic educational materials, obtaining undergraduates' homework materials, control testing, feedback and question time. Such tasks are solved with video conferencing (webinar), chat, clip-board, cloud, e-mail, test, forum or questionnaire. For all these purposes it can be used Moodle; ClassDojo; Google Classroom; Zoom etc.

SUMMARY

The article deals with the peculiarities of implementation remote teaching form of education in the English language classes. Remote education presupposes skills in handling up-to-date information technologies, the capacity to work with text and the availability of appropriate electronic support for academic staff and undergraduates. The problem of remote teaching has been interested for a lot of scientists such as V. Yu. Bykov, G. Davies, T. Husak, N. A. Kameneva, I. V. Kiian, R. E. Sadoyan and others.

A significant contribution to the development of modern remote teaching technologies has been made by e-services. Moodle is a free open remote teaching management system, which provides an opportunity to submit educational material in various formats (text, presentation, video, web page; lesson as a set of web pages with a possible intermediate performance of test tasks); to carry out testing and interrogation of undergraduates with the use of questions of the closed (multiple choice of the correct answer and comparison) and open types; undergraduates can complete tasks with the ability to send relevant files. ClassDojo is a closed educational social network, where its participants can write a work and attach a file or draw a work, take a photo or make a short video. Google Classroom is a free service for organizing online teaching using video, text and graphics. Zoom is a service for video conferencing and online meetings.

According to the use of media services, there are organizational and technological models of remote teaching: single media, multimedia, hypermedia and virtual university, which need the communication system organization.

The main tasks solved by communication systems are the creation of a communicative space and of educational process organization. Creating a communicative space means the establishment of primary communication between undergraduates and an academic staff member: information about schedule, announcement of competitions / conferences / seminars. All these can be done with a blog. Educational process organization should provide such functions as conducting on-line classes, access to various electronic educational materials, obtaining undergraduates' homework materials, control testing, feedback and

question time. Such tasks are solved with video conferencing (webinar), chat, clip-board, cloud, e-mail, test, forum or questionnaire.

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14. Davies G., Higgins J. (1982). Computers in Language and Language Learning. London : CILTR. 285 p.

15. ClassDojo. URL: https://www.classdojo.com.

16. Google Classroom. URL: https://classroom.google.com.

17. Moodle. URL: https://moodle.org/?lang=ru.

18. Zoom. URL: https://zoom.us.

METHODS OF FOREIGN LANGUAGE REMOTE TEACHING

Railianova V. E.

INTRODUCTION

Any science has fundamental concepts that are the starting point for people using the material of this science. These concepts are called basic categories. In the field of methods of foreign language teaching, the basic categories are considered to be a technique, a method in the narrow sense of the word, means and a system.

A technique is a methodical act aimed at solving a specific problem[84]. Each lesson in a foreign language, regardless of the stage of training, consists of a variety of techniques aimed at undergraduates' awareness of the introduced language phenomenon, their inclusion in active during material training, and management of undergraduates' independent speech activity. Techniques are differentiated depending on the level of knowledge that undergraduates have, the stage of training, working conditions and the skill of the academic staff member. In the use of technique, the interaction of an academic staff member and undergraduate is most clearly revealed. Adequately chosen and skillfully applied technique ensures good results for undergraduates' work.

A teaching method is a way of teaching and learning activities that best meets the goals and objectives of the educational process[85]. The method is used in cases where the constant repetition of the same work techniques is practiced to achieve the goal of mastering a foreign language.

The term "method" is used in the methodology of foreign language teaching in two meanings: in the narrow sense – as one of the methods of teaching, in the broad sense – as a methodological system. Teaching methods are largely correlated with the cognitive method, although they

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[84] Колесникова, И. Л., Долгина, О. А. (2001). Англо-русский терминологический справочник по методике преподавания иностранных языков. С.-П. : БЛИЦ. С. 21.

[85] Колесникова, И. Л., Долгина, О. А. (2001). Англо-русский терминологический справочник по методике преподавания иностранных языков. С.-П. : БЛИЦ. С. 23.

cannot be identified with them. British researchers D. Richards and G. Rogers made a significant contribution to the development of the theory of the method of foreign language teaching and identified the following levels of the method: theoretical, or level of approach (approach), level of development (design) and level of practical application (procedure)[86].

When teaching foreign languages in the activities of academic staff and undergraduates, the main and related methods are distinguished. In the activities of academic staff members, the main methods are as follows: showing, explaining (highlighting landmarks or organizing their search by students themselves), training, and the use of language material in practice. Each of these basic methods is accompanied by control, including correction and evaluation.

In the activities of undergraduates, the basic methods of cognition include: familiarization, comprehension, articulation, observation; blurring, suggesting awareness of the selected landmarks or their independent search; training corresponding to conditioned speech activity; the use of different types of speech activities, correlated with practice in natural conditions. Each of these basic teaching methods is accompanied by self-control, which includes self-correction and self-esteem.

When comparing the concepts of "method" and "technique", we find that the method is associated with the main activity (familiarization, training, application), and the technique is associated with a specific action (methods of uninterrupted semantization, developing a response to a speech stimulus, building a sentence according to a grammatical rule or structural model, developing purity sounding speech and intonational oppositions).

Means for teaching a foreign language are basic and auxiliary teaching materials that ensure the educational process. The main means of teaching a foreign language is a teaching and methodological complex: it contains a language minimum defined by the program for a particular level of knowledge, texts differentiated by forms of communication – oral dialogue, oral monologue, written monologue –

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[86] Richards, D., Rogerds, G. (1995). Approaches and methods of language teaching. Cambridge University Press. P. 29.

and suitable, along with exercises, for the development of skills by types of speech activity.

Learning aids are audible, visual, audiovisual teaching materials. The use of aids in teaching a foreign language activates educational process, makes teaching more visual, more accessible, emotional and effective. Use of technical teaching aids brings undergraduates closer to natural language environment.

The teaching system is a complete set of components corresponding to a specific methodological concept; it determines the goals, content, principles, methods, techniques, means, forms of organization of teaching and, in turn, is conditioned by them. Regarding teaching foreign languages, the concept of a system includes the initial provisions of teaching, the activities of the academic staff member, undergraduates and teaching aids. The integrity of the system is ensured by various connections between its elements and their interaction during the functioning of the system. All these components in combination should provide the expected result – a certain level of awareness in speech activity provided by this system.

1. Productive types of speech activities
1.1. Writing

When considering types of speech activity, from the point of view of linguistics, psychology, psychophysiology, psycholinguistics, methods of teaching foreign languages, their similarities and differences are observed. Each speech skill is characterized by a certain set of features; identifying the maximum number of these features in each speech skill constitutes a typological characteristic of the auditory skill, ability to speak, read, write. Choice of effective teaching methods of perception and production of speech is associated with understanding the similarities and differences between receptive and productive types of speech activity.

Expression of thoughts in oral and written form is productive type of speech activity which is in many aspects similar, but also in many aspects different, and this fact is reflected in foreign languages teaching. Their main similarity is that speaking and writing serve the purpose of giving out information. Most similar to each other is written and oral

monologue. Speech messages representing them are generated as a result of similar actions and operations.

Learning to write (the term "writing" is used here in a broad sense of the word to refer to writing as a process and writing as kind of speech) includes work on the technique of writing (graphics, spelling, punctuation) and the written expression of thoughts in the target language (productive written speech). Teaching how to write is aimed at developing the ability to express thoughts in writing using the material being studied; writing is also used to consolidate knowledge and develop language skills. The content of the statement is embodied in a written message (coherent text). Depending on the purpose of communication and cognition, the types of written messages are distinguished. Based on classification of T. Hedge, it is possible to distinguish main types of expressive written speech, depending on its purpose and scope of functioning, as well as types of written messages in which each of these types is implemented and which should be taught depending on specific conditions and goals[87].

Types of writing

Academic writing	Professional writing	Social writing	Personal writing	Creative writing
essays research reports summaries reviews annotations abstracts notes	business letters progress reports resumes/ curriculum vitae applications public notices contracts memoranda minutes advertisements articles	notes letters invitations messages instructions	diaries journals reminders addresses recipes shopping lists packing lists	poems stories rhymes drama scripts lyrics

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[87] Hedge T. (1993). Writing. Oxford : OUP. P. 96.

Academic writing can be defined as a written speech used for educational (academic) purposes. Such written speech messages as essays, reviews, summaries refer to this type of writing.

Professional writing can be defined as type of written speech which is used for professional purposes and normally implemented in such speech works as business letters, contracts, public notices, reports, articles, etc.

Social writing type of written speech which is used to maintain social messages in the form of notes, private letters, short message services (sms), electronic messages (e-mail messages), etc.

Personal writing is type of written speech used for personal purposes for the form of reminders, recipes, notes, etc.

Creative writing is written speech represented in poetry, stories, scenerias, etc.

1.2. Remote teaching: methods of teaching writing

Learning to write includes working with writing techniques and writing thoughts in target language. To develop the ability to express thoughts correctly, it is advisable to conduct training and control in the following sequence:

Sequence of activities for developing writing skills	
Step 1	plan
Step 2	synopsis
Step 3	summary of the text that was read
Step 4	non-critical presentation of its content
Step 5	critical presentation of its content
Step 6	annotation
Step 7	abstract on a series of texts
Step 8	essay

Written speech is pre-formed in thought and involves a large number of mental actions and operations. The process begins with drawing up a program of future statement in inner speech. It includes mental activity for selection of lexical units, organizing them into grammatically formalized sentences and combining structures into large chunks of speech – paragraphs – to reveal logical connections between separate

thoughts. All these activities are normally conducted by undergraduates at home and therefore shifting from face-to-face to distance learning hasn't affected dramatically methods of teaching writing. But anyway, it brought certain difficulties both for undergraduates and undergraduates.

No matter what type of speech activity we discuss, the first problem is to keep students motivated and learner-centered environment is considered to be the key. Thus, while teaching writing online algorithm should be as follow:

Teaching writing online: algorithm	
Step 1	Identify the purpose of writing in your undergraduates' real life
Step 2	Connect themes for their written work to situations from their real life
Step 3	Develop a good rapport with you undergraduates and keep them connected with each other (for consultation/advise)
Step 4	Use visual materials (such as photos or pictures) to activate their mental activity
Step 5	For each type of writing provide short and clear plan that they must use while writing and give links for online samples
Step 6	Identify vocabulary and grammatical structures that they should use in their written work
Step 7	Set a deadline
Step 8	Assess their work

Teaching to write is a complex and time-consuming process, no matter whether you work in a real or virtual classroom, but modern technologies allow to make it closer to real life interests of your undergraduates and the efforts spent on overcoming difficulties in mastering writing will pay off.

1.3. Speaking

Speaking is a productive (expressive) type of speech activity, through which oral and verbal communication is carried out along with listening[88]. Foreign speaking as a complex integrated skill is

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[88] Колесникова, И. Л., Долгина, О. А. (2001) Англо-русский терминологический справочник по методике преподавания иностранных языков. С.-П. : БЛИЦ. С. 106.

distinguished by motivation, activity and independence of the speaker, purposefulness, connection with thinking, situational conditioning, heuristicity[89]. The content of speaking is the expression of one's own and others' thoughts, directed to one or an unlimited number of persons, using lexical and grammatical material in speech interrelation. In real communication, speaking performs three main functions: 1) is an integral part of oral dialogue; 2) can be used as speech action aimed at satisfying human needs in transmission of information, influencing the interlocutor, prompting the interlocutor to provide the necessary information in sound form; 3) plays a role of an integral component of person's professional activity (lecturers, leaders, actors, presenters, etc.).

A person's ability to speak and write exists autonomously in terms of synchronicity, however, they can overlap. An important oral communication (report, presentation) is prepared in advance in writing. A message presented orally that is scientifically or socially significant is outlined upon perception.

As an independent type of speech activity, speaking provides oral communication in foreign language in dialogical form, combining with listening and monologue. Operations and actions that ensure functioning of speaking as a type of speech activity occur in the following sequence: 1) programming message in which motives and tasks of the statement are clarified, the message is formed in images, schemes and concepts; 2) verbalization of the message program in internal speech, when the thought fits into the grammatical structure, and the words take the appropriate morphological forms; 3) the embodiment of the message in sounds of external speech, according to the mode of breathing, voice formation and articulation of the language of speaking.

Speaking and writing differ in level of complexity of actions and operations that take place when generating oral dialogue, oral monologue and written monologue. With possession of speech skills, participation in a dialogue is associated with less energy consumption than a monologue statement. However, when mastering a foreign language, the situation is different: it turns out to be more difficult to teach a dialogue than

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[89] Пассов, Е. И. (1989). Основы коммуникативной методики обучения иноязычному общению. М. : Русский язык. С. 125.

a monologue. This is due to the fact that the dialogue requires a high degree of automation in the handling of linguistic material and the development of ability to listen, follow the thought of interlocutor, and quickly and properly respond to a given situation. When preparing for a dialogue, you can think through only the first two or three remarks. Further development of the dialogue is controlled only by communication situation.

Thus we can single out two forms of speaking process: dialogue and monologue, and a complex interrelation of dialogue and monologue. And therefore, speaking skill includes two groups of specific skills: dialogical (or conversastional) and monologue.

Types of speaking skills
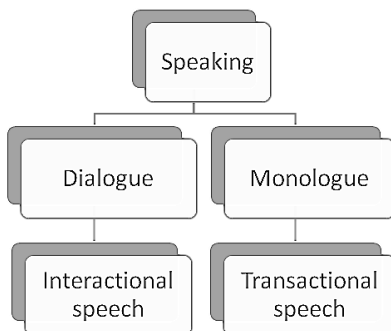
Interactional speech is form of speaking, the main purpose of which is interaction between two or more speakers. This form of oral speech correlates with dialogical speech, which is a process of direct verbal communication, characterized by alternately replacing one another by the replicas of two or more persons.

Transactional speech is form of speaking aimed at conveying information.

One of the definitions of speaking as a complex cognitive skill is indicative: "Speaking is an example of a complex cognitive skill which can be differentiated into various hierarchical sub-skills, some of which

might require controlled processing while others could be processed automatically"[90].

1.4. Remote teaching: methods of teaching speaking

Speaking as a type of speech activity is a process of forming, formulating and transmitting in sound form one's own and others' thoughts, directed to one or an unlimited number of persons, using lexical and grammatical material in speech interrelation. When teaching speaking, an academic staff member must organize her or his activities in such a way that he can creatively use teaching aids, not to abuse samples of written monologue in teaching oral monologue, and even more so in dialogue or conversation. Teaching speaking involves mastering linguistic material, creating the habit of using foreign language in communication and formation of mechanisms for production of unprepared and prepared speech. Skills and abilities of unprepared speech, its spontaneity and pace are developed in dialogue; skills and abilities of prepared speech with its initiative, consistency, consistency – in monologue.

As we mentioned above, monologue as a type of speech activity can be represented both in oral and in written form. It should follow all the rules for constructing, can be pre-planned, prepared, coherent address to listeners in order to convey information, share opinions, argue a point of view, convince. Therefore, remote teaching did not influence dramatically the way of teaching of this type of speaking activity. This is dialogue and conversation that many educators find difficult to teach online. Conversation is an informal, usually private, talk in which two or more people exchange thoughts, feelings, or ideas, or in which news or information is given or discussed[91]. Conversations are typically categorised by action sequences and it is also co-constructed because a few people are involved in conversation, it is spontaneous and nobody is sure where this is going. But in learning environment an academic staff member is the one who controls it on each step of its development. While teaching speaking online principles remains unaltered.

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[90] O'Malley, B., Chamot, A. (1995). Teaching learning strategies to language students. Cambridge University Press. Pp. 66–67.
[91] Cambridge dictionary. Conversation.
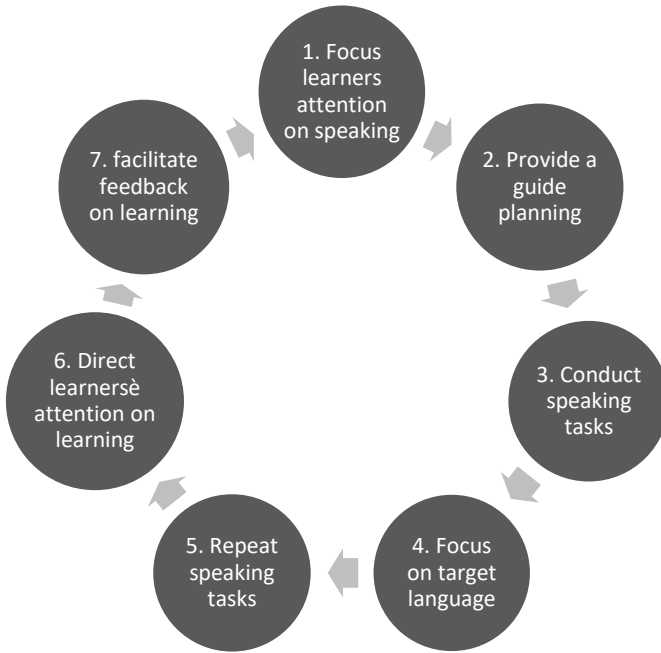
Creation of a learner-centered content is of great importance for both types of teaching. The idea is to reflect the content from learners. It allows bringing engagement and motivates students to speak and develop conversational skills.
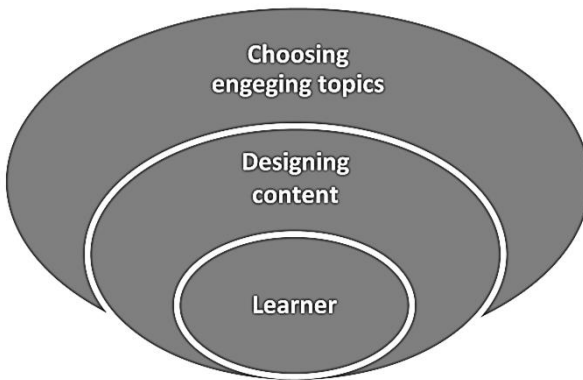
One more thing that modern methodists pay special attention to is immersive environment.
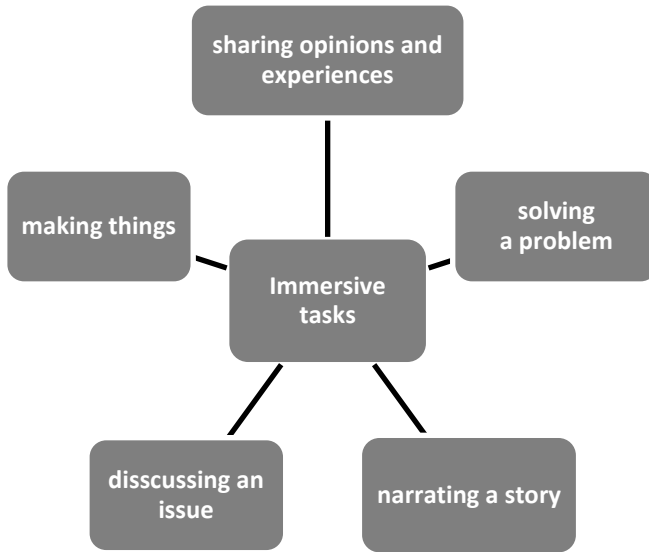
It may be quite difficult to create this immersive environment for some reasons. But in some ways, perhaps creating immerse environment is more about replicate and become a real world context of feelings.

Conversation is about interaction, about how we bring undergraduates together, how we use near-peers and varied interaction. If we put all mentioned above points and apply them at our online classes, we may have the following act of communication:

Developing conversation with immersive online tasks

Step 1	Identify a global issue that interests your students and identify a number of YouTube videos on the topic to share with them
Step 2	Undergraduates watch the videos on the topic for homework
Step 3	In online class, break undergraduates into breakout rooms in pairs or groups of three
Step 4	Give the undergraduates a task of solving the global problem in their pairs/groups
Step 5	Get undergraduates to record their conversations

Step 6	Bring the undergraduates back to class and ask each group to share their proposed solutions (could include an outline/small presentation/graphics)
Step 7	Get undergraduates to vote on the best solution using a polling feature if you have it
Step 8	For homework, get the undergraduates to listen back to their recordings. Ask them to do the following as part of their own learning development*

*Tasks for undergraduates for learning development:

– note down how many words they used that they learned this week;

– notice a particular language feature you think is important for them (how they ask and answer questions, how they show (dis)agreement, etc.);

– reflect on any breakdowns in communication, what went wrong and how it could be improved.

Looking at this plan from methodological and pedagogical point of you we can identify the following techniques are applied:

Step 1 and 2	Personalized and learner-centered task
Step 3	Near-peer role models, varied interaction, effective use of technology
Step 4	Immersive task, collaborative, interthinking
Step 5	Effective use of technology
Step 6	Effective use of technology, safe-space
Step 7	Interactive, engaging, effective use of technology
Step 8	Reflection and self-evaluation (metacognition), noticing, forward thinking, effective use of technology

Such component of any lesson as assessment is admitted to be very important and in online classes its significance grew up. Control of skills in teaching speaking is aimed at determining degree of assimilation of language material and ability to intuitively operate it. Indicators of the level of speech skills is speed of verbal reaction, number, duration and localization of pauses, rate of utterances, speed and quality of self-correction of mistakes made as a result of correlating speech implementation with the utterance program. Control and assessment is an integral part of any online class.

2. Receptive speech activities
2.1. Listening comprehension

Listening and reading are receptive types of speech activity. Their main similarity lies in the fact that they serve to receive information. Listening and reading, representing, respectively oral and written speech, flow in different conditions and as types of speech activity have a number of significant differences. The data of physiological and psychological studies indicate that listening, compared to reading, is a more difficult way to obtain information. The fluidity and irreversibility of the oral message make it impossible to analyze retrospectively, as a result irreplaceable gaps may appear in the received information. An oral message is perceived and comprehended simultaneously. The linguistic form is perceived intuitively, without analysis, consciousness is aimed at the semantic content of speech. In contrast, the reader can repeatedly return to incomprehensible places in the text, re-read them, analyze, pause in reading in order to comprehend what he has read.

Listening as a type of speech activity is the simultaneous perception of a sounding text, recognition of lexical and grammatical structures in speech interrelation, understanding of the content and meaning in general, while presenting them simultaneously[92]. In real communication, listening performs three main functions: 1) is used as a speech action aimed at satisfying person's needs in receiving information by ear, which is part of her or his personal and professional activity; 2) is a component of oral communication in conversation, dialogue, dispute; 3) can act as a concomitant speech action of the speaker, reading, writing, while it allows to supervise your speech when speaking, writing and control over the understanding of someone's else speech when reading.

Listening includes the following auditory skills, integration of which ensures mastery of this type of speech activity:

• auditory-pronunciation skills, that is, brought to automatism ability of error-free, fast, stable simultaneous reproduction, acceptance and recognition of the phonetic code;

• receptive lexical and grammatical skills.

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[92] Колесникова, И. Л., Долгина, О. А. (2001) Англо-русский терминологический справочник по методике преподавания иностранных языков. С.-П. : БЛИЦ. С. 101.

Hearing and understanding are provided by mechanisms of short-term and long-term memory, probabilistic forecasting and comprehension. Short-term memory keeps information within range. Long-term memory stores stereotypes, issuing them for comparison and operation with them. Mechanism of probabilistic prediction allows to anticipate the thoughts and behavior of the speaker, thereby facilitating understanding. Mechanism of comprehension carries out equivalent substitutions, transforming verbal information into figurative one, compressing the phrase by omitting details, leaving only milestones in memory and freeing it up for the reception of subsequent information.

Listening can be divided into two types: educational and communicative, each of which in turn have a number of subcategories.

Types of listening

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                        ┌─────────────────┐
                        │    Listening    │
                        └─────────────────┘
             ┌────────────────────┴────────────────────┐
    ┌─────────────────┐                        ┌──────────────────────┐
    │ Guided listening│                        │Communicative listening│
    └─────────────────┘                        └──────────────────────┘
      ┌──────┴──────┐                            ┌────────┴────────┐
┌──────────┐ ┌──────────┐              ┌──────────────┐ ┌──────────────┐
│   Skim   │ │listening │              │ interactional│ │ transactional│
│listening │ │for detail│              │  listening   │ │  listening   │
└──────────┘ └──────────┘              └──────────────┘ └──────────────┘
┌──────────┐ ┌──────────┐              ┌──────────────┐ ┌──────────────┐
│listening │ │ critical │              │   critical   │ │   academic   │
│for partial│ │listening │              │   listening  │ │   listening  │
│comprehens.│ └──────────┘              └──────────────┘ └──────────────┘
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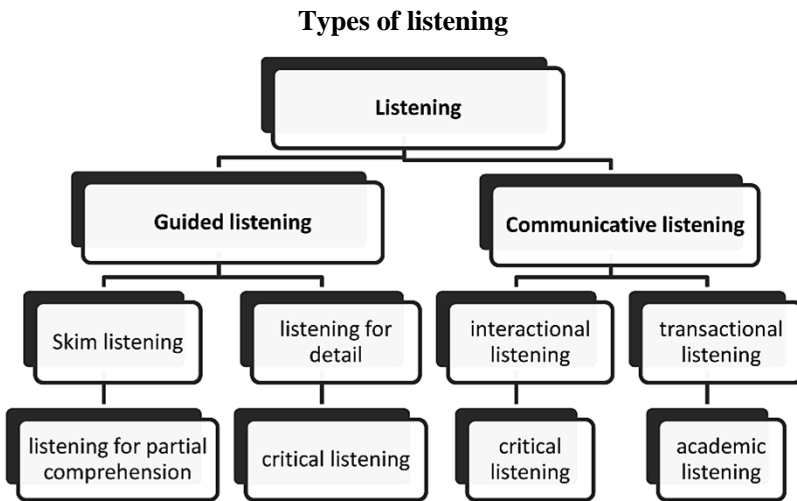
Guided listening refers to academic listening and is used as a teaching tool. It serves as a way to introduce language material, creating strong auditory images of linguistic units is a prerequisite for mastering oral speech, becoming and developing communicative listening skills.

Communicative listening is a receptive type of speech activity, aimed at the perception and understanding of oral speech by ear during listening without repetitions.

2.2. Remote teaching: methods of teaching listening

Of the many difficulties of listening a foreign speech, as most widespread can be considered conditions for hearing speech, difficulty of the process of transcoding audio signals into content, limited capabilities of an inexperienced listener, and linguistic features of the sounding text. The difficulty of the auditing process itself is that it is a combination of analytical and synthetic operations to recognize language form and extract content.

Along with speaking, methods of teaching listening should be corrected in some way. And leading linguistic methodists suggest a following algorithm of working:

Teaching listening online: algorithm	
Step 1	Tune up your undergraduates (get them adjust to your voice)
Step 2	Start discussion with simple questions (make them feel relax and ready for listening)
Step 3	Check nobody has problems with their audio or video and that all materials can be accessed on the platform
Step 4	Personalize and build rapport
Step 5	Grade your language
Step 6	Involve all sources of listening : the teacher, the students, the audio
Step 7	Record your lesson/listening part of the lesson and send to your undergraduates
Step 8	Assess their work

As it is shown in the diagram sequence of activities remained almost the same: set the context; activate current knowledge; predict content; check understanding.

Thus, you can see that means of delivery changed rather than strategy.

2.3. Reading comprehension

Reading is a receptive type of speech activity aimed at the perception and understanding of the written text. In the process of reading, comprehension and evaluation of the information contained in the text

takes place[93]. While reading, there is a recognition of the lexical and grammatical material in the speech relationship, an understanding of the integral content and meaning of the message by creating an objective image – the content of the text. In real communication, reading performs two functions: receiving information contained in the text (silent reading), and transmitting information extracted from the text to a listener (reading aloud). The first function of reading relates to listening, the second one to speaking.

Reading as a teaching tool is used to consolidate introduced language material, stabilize and improve pronunciation skills, meaningful division of speech flow and intonation, vocabulary enrichment and semantic guess, as well as the feeling of language, formation of language consciousness (understanding of how language material functions in speech), development of reading mechanisms, improvement of skills and abilities of expressing thoughts in oral and written form. Without mastering this type of speech activity, further use of foreign language outside the linguistic environment is very limited. In addition, speaking skills not supported by reading are destroyed quite fast. Reading as type of speech activity is the extraction of information from printed text. This activity is differentiated according to different criteria, which is embodied in different types of reading. According to the target orientation of activity: scanning, skimming and detailed informative reading are distinguished.

According to the method of disclosing the content: analytical, synthetic, translatable, non-translatable.

By the nature of the organization of activity: prepared, training, control reading.

Pedagogical classification draws attention to the organizational side of the educational process. Class reading and home reading are distinguished at the place of work; according to the form of organization – individual reading and group or chorus reading.

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[93] Колесникова, И. Л., Долгина, О. А. (2001) Англо-русский терминологический справочник по методике преподавания иностранных языков. С.-П. : БЛИЦ. С. 95.

Depending on the mental processes that accompany reading – analytical reading and synthetic reading (global reading), reading aloud or oral reading and silent reading are distinguished.

Types of reading activity

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                          ┌─────────────┐
                          │   Reading   │
                          └─────────────┘
              ┌──────────────────┴──────────────────┐
     ┌─────────────────┐                  ┌─────────────────┐
     │  Guided reading │                  │  Communicative  │
     │                 │                  │     reading     │
     └─────────────────┘                  └─────────────────┘
       ┌──────┴──────┐                             │
┌──────────┐   ┌──────────┐              ┌──────────────────┐
│ scanning │   │ skimming │              │  critical reading│
└──────────┘   └──────────┘              └──────────────────┘
     │              │
┌──────────────┐ ┌──────────────┐
│reading for   │ │ oral reading │
│detail        │ │              │
└──────────────┘ └──────────────┘
```
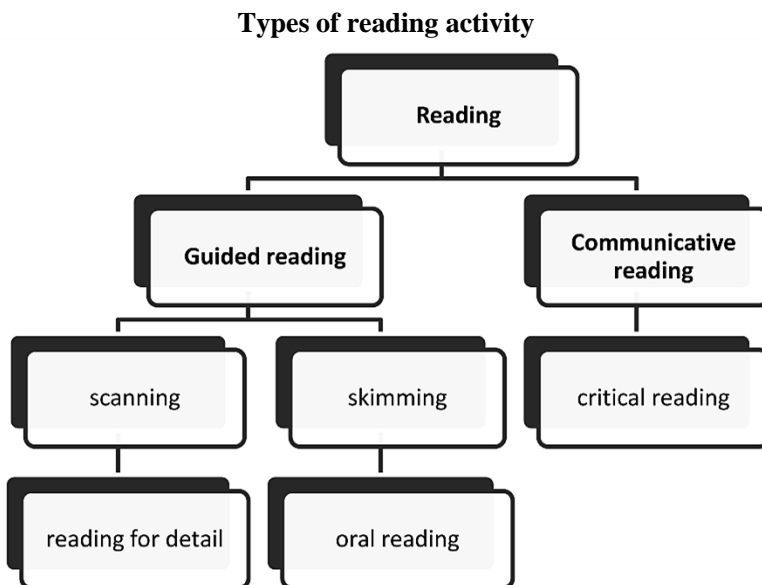
Guided reading is educational reading which is used as a teaching tool and is implemented in process of forming reading mechanisms, operations and actions that make up the processes of perception and understanding.

Communicative reading is development of communicative reading skills that is one of the main goals of teaching foreign language. Communicative reading implies such approach to written text in when reader clearly understands purpose of the forthcoming activity.

The purpose of teaching reading is to develop the ability to read informatively – silent reading, synthetic, non-translational. Other types of reading prepare its functioning as a type of speech activity and generally serve as a means of teaching a foreign language.

2.4. Remote teaching: methods of teaching reading

Teaching reading as a type of speech activity requires that an academic staff member should strictly differentiate reading aloud and silent reading; give a psychological orientation to this or that phenomenon of language or the content of a text and a personal assessment of information; grade texts by difficulty, volume and type of reading; teach fast search reading; did not limit control of understanding of the text only by retelling its content.

As for remote teaching, teaching reading may have the following structure:

Teaching reading online: algorithm	
Step 1	Ask undergraduates simple questions that may relate to the topic of the text they are going to read
Step 2	Introduce the topic (use high quality images)
Step 3	Make sure that all text materials can be accessed on the platform (worksheets with tasks to the text, hyperlink to the text itself)
Step 4	Suggest skim reading
Step 5	Further reading: scanning for specific details, intensive reading, dealing with unknown words
Step 6	Extension task: use technologies to activate their work (Google Jam board, polls, etc.)
Step 7	Reflection
Step 8	Assess their work

It is important to emphasize that all types of reading are interconnected, they are intertwined and complement each other. No matter if you teach online or in a classroom, a rational methodology for teaching reading should be built taking into account all classifications of reading, and the use of different types of reading in the educational process is a means of achieving a common goal – teaching to read in a foreign language. As the most important components of teaching reading, one should consider the formation of awareness of the purpose of reading in each specific case and the choice of a reading strategy corresponding to this goal.

CONCLUSIONS

No matter how sophisticated techniques, methods, means and systems of foreign language teaching are one must know how to apply them therefore till now the academic staff member was a central person in the classroom. But recently education and training have faced huge disruption and a quick shift to distance and online learning. Nowdays a great pressure has been experiencing both academic staff and undergraduates, and the problem is not only in the mass use of technology which has also revealed gaps and exposed weaknesses of different kinds, but also in technologies of teaching which have to be adopted for remote teaching.

We often see in online courses that undergraduates come to a virtual class with an expectation that they need to read only the textbook, communicate only with the academic staff member and be evaluated in the end of the term by answering a multiple choice quiz. However, modern methodists realise that despite certain challenges that educators come across with because of the spontaneous shift from classroom to digital environment, explicit use of technologies provides unbounded opportunities for teaching language on a new, advanced level.

SUMMARY

More and more English language teaching is taking place online these days in groups and one to one. Now the principles of teaching and learning remain the same across all contexts but methods and approaches are the subject of active discussion.

The necessity of foreign languages remote teaching has prompted the need to transform approaches and teaching skills that we use in teaching face-to-face language courses into those that could be effectively applied while remote teaching.

By all means, it is extremely important to remember that goals and objectives of foreign language teaching remain the same, they are unchanged, it is the ways to achieve them have been performing the process of transformation. Besides, it is obvious that academic staff should acquire additional, new skills too. Thus, an academic staff member, for example, ought to have a paradigm shift in perception of instructional time and be aware of virtual management techniques, or,

taking into consideration that foreign language is the subject about interaction, have a clear idea what techniques are used for engaging undergraduates into virtual communication.

The work deals with issues of adoption of modern methods, techniques and principles of foreign language teaching for using them while teaching remotely. Each type of classroom activity now must be changed to be suitable for teaching online.

Each type of speech activity which is taught to a language undergraduate was considered, its features were analyzed and there has been suggested changes that make it possible to teach language skills remotely as effectively as possible. Main methodological problems that academic staff experience nowdays have been highlighted and suggested ways to solve them.

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2. Колесникова, И. Л., Долгина, О. А. (2001) Англо-русский терминологический справочник по методике преподавания иностранных языков. С.-П. : БЛИЦ. 205 с.

3. Пассов, Е. И. (1989). Основы коммуникативной методики обучения иноязычному общению. М. : Русский язык. 254 с.

4. Clandfield, L., Hadfield, J. (2017). Interaction online. Cambridge University Press. 237 p.

5. Hedge, T. (1993). Writing. Oxford : OUP. 1993. 355 p.

6. O'Malley, B., Chamot, A. (1995). Teaching learning strategies to language students. Cambridge : CUP. 260 p.

7. Richards, D., Rogerds, G. (1995). Approaches and methods of language teaching. Cambridge University Press. 171 p.

8. Watkins, P. (2018). Teaching and developing reading skills. Cambridge University press. 327 p.

9. Cambridge dictionary. URL: https://dictionary.cambridge.org/ru.

INTERACTIVITY
IN FOREIGN LANGUAGE REMOTE TEACHING

Serdiuchenko Yu. O.

INTRODUCTION

The current stage of development of society in the world determines the need for a significant increase in the quality of training of specialists in a higher educational institution. Scientific and technological progress makes new demands on both the person and the higher education system. The growing volume of information requires a transition to fundamentally new technologies in higher professional education. The priorities in the training of specialists are aimed at the development of critical and creative thinking, the formation of the personality as a subject of self-development, mastering the skills of managing their educational activities. Thus, the abilities and professional skills of a specialist who is able to adequately respond to the ongoing changes, make decisions on their own and implement them in practice are brought to the forefront.

It is quite obvious that in order to achieve the above-mentioned goals in the training of specialists, the educational process must include a form of multilateral communication or interactivity.

Oxford Dictionary defines the word 'interactivity' as the process of two people or things working together and influencing each other; the ability of a computer to respond to a user's input[94].

Today, receiving higher education remotely is becoming more and more popular among people, since undergraduate students are not tied to the place of study, but can study whenever and wherever it is convenient for them. The introduction of interactive technologies in the remote educational process is very important since the basis of any interactive methods is a dialogue which is vital when learning a foreign language.

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[94] Oxford English and Spanish Dictionary, Thesaurus, and Spanish to English Translator. URL: https://www.lexico.com/?search_filter=en_dictionary (дата звернення: 10.11.2020).

Moreover, interaction to each other through the use of technology gives undergraduates a sense of community, they do not feel isolated and have motivation to develop new ideas, share information, study a foreign language deeper.

Interactive teaching models involve active communication between undergraduate students themselves and with their academic staff member. Such communication should remain paramount at all stages of teaching a foreign language in the process of a remote course. Video conferencing, discussion forums and instant messaging allow academic staff members to use pair, group, collective forms of work, which imitate traditional classroom work in the foreign language classes, but already in virtual mode.

The most popular interactive methods which are widely used in teaching of foreign languages for both classroom and remote education are discussions, debates, role-playing games, projects, etc. Such forms of activities allow undergraduates to show their initiative, independence in their arguments and statements which help undergraduates develop their foreign language and professionl competency.

The analysis of the scientific literature showed that the issues of interactive technologies were considered by such researchers as Godovanets, N. I. and Legan, V. P.[95], Varga, L. I.[96], Cherkasova, I. I. and Yarkova, T. A.[97], Pometun, O. I. and Pyrozhenko, L. V.[98] and others. The usage of interactive technologies in remote education was studied by Muirhead, B.[99], Clanfield, L. and Hafield, J.[100], Croxton, R. A.[101] and others.

[95] Годованець, Н. І., Леган, В. П. (2017). Короткий огляд інтерактивних методів навчання іноземної мови. *Науковий вісник Ужгородського університету. Серія : Педагогіка. Соціальна робота.* Ужгород. Вип. 1(40). С. 60–62.

[96] Варга, Л. І. (2017). Формування комунікативної культури майбутніх учителів засобами інтерактивних технологій : дис. … канд. пед. наук: 13.00.04: Державний ВНЗ «Університет менеджменту освіти» НАПНУ. Київ. 299 с.

[97] Черкасова, И. И., Яркова Т. А. (2012). Интерактивная педагогіка : учебно-методическое пособие. Санкт-Петербург : НОУ «Экспресс». 190 с.

[98] Пометун, О. І., Пироженко Л. В. (2004). Сучасний урок. Інтерактивні технології навчання. Київ : вид-во «А.С.К.», 2004. 192 с.

[99] Muirhead, B. (1999). Attitudes toward interactivity in a graduate distance education program: a qualitative analysis. URL: http://www.bookpump.com/dps/pdf-b/1120710b.pdf (дата звернення: 20.10.2020).

1. Defining Interactivity and Interactive Teaching

Interactivity is the ability to interact or be in the mode of conversation, dialogue with someone or with something. Interactive teaching allows organizing the educational process in such a way that all undergraduates are involved in the cognitive process, have the opportunity to understand and reflect on what they know and what they think.

Modern educational literature considers interactive teaching as teaching, based on the process of communication[102]; as the ability to interact, learn in conversation, dialogue, action[103].

Researchers Anishchenko, O and Yakovets, N. believe that interactive teaching is a kind of an active one. Its essence is that the learning process takes place under conditions of constant active interaction of all undergraduates and academic staff members. It is co-learning, mutual learning, when all subjects of the pedagogical process are equal[104]. In its turn, Varga, L. adds that interactive teaching and learning are special cognitive and searching activities of academic staff members and undergraduates which are based on interaction, dialogue and mutual learning. The researcher also believes that the means of such activities is interpersonal communication[105].

Interactive teaching implies a different from the usual logic of the educational process: not from the theory to practice, but from the

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[100] Clanfield, L., Hafield, J. (2017). Interaction online. Cambridge : Cambridge University Press. 233 p.

[101] Croxton, R. A. (2014) The role of interactivity in student satisfaction and persistence in online learning. *MERLOT Journal of Online Learning and Teaching*. Vol. 10. № 2. P. 314–325. URL: https://jolt.merlot.org/vol10no2/croxton_0614.pdf (дата звернення: 20.10.2020).

[102] Годованець, Н. І., Леган, В. П. (2017). Короткий огляд інтерактивних методів навчання іноземної мови. *Науковий вісник Ужгородського університету. Серія: Педагогіка. Соціальна робота.* Ужгород. Вип. 1(40). С. 60.

[103] Коваленко, О. (2003). Концептуальні зміни у викладанні іноземних мов у контексті трансформації іншомовної освіти. *Іноземна мова в навчальних закладах*. Педагогічна преса. С. 6.

[104] Аніщенко, О. В., Яковець, Н. І. (2007). Сучасні педагогічні технології : курс лекцій. Ніжин : Видавництво НДУ ім. М. Гоголя. С. 22.

[105] Варга, Л. І. (2017). Формування комунікативної культури майбутніх учителів засобами інтерактивних технологій : дис. … канд. пед. наук: 13.00.04: Державний ВНЗ «Університет менеджменту освіти» НАПНУ. Київ. С. 34.

formation of new experience to its theoretical understanding through application. The experience and knowledge of the participants of the educational process serve as a source of their mutual learning and mutual enrichment[106].

Thus, in comparison with traditional forms of teaching, in the process of interactive teaching, the interaction between an academic staff member and undergraduates changes: the activity of an academic staff memeber gives way to the activity of undergraduates, and the task of an academic staff member is to create conditions so that undergaraduates can show their initiatives.

Nakhod, S. A. mentions in her article 'Pedagogical interaction as a basic category of interactive learning' the following main ideas of interactivity[107]:

1) the idea of human freedom in creating their social world;

2) the idea of human interaction with objects and subjects of the surrounding reality;

3) the idea of using a game as a special interaction environment;

4) the idea of preparation for social interaction based on the ability of a man to take on the role of another one when working in a group;

5) the idea of reflection in the formation of self-awareness.

The implementation of these ideas in the process of interactive teaching is of a special interest to our research. In the course of an interactive lesson, an undergraduate student becomes a full participant in the educational process, their experience is the main source of educational knowledge. An academic staff member does not provide ready-made knowledge, but encourages undergraduates to search for themselves and acts as an assistant in their work. Moreover, interactive teaching is based on a dialogue. As our working experience in higher education shows, while learning interactively, undergaraduates learn to think critically, solve complex problems based on the analysis of circumstances and appropriate information, weigh alternative opinions,

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[106] Черкасова, И. И., Яркова, Т. А. (2012). Интерактивная педагогіка : учебно-методическое пособие. Санкт-Петербург : НОУ «Экспресс». С. 11.
[107] Наход С. А. (2014). Педагогічна взаємодія як базисна категорія інтерактивного навчання. *Наукові записки Тернопільського національного педагогічного університету імені Володимира Гнатюка. Серія «Педагогіка».* Тернопіль. № 2. С. 24–25.

make thoughtful decisions, participate in discussions, communicate with other people. Therefor, pair and group work, research projects, role-playing games, etc. are organized in the classroom.

Considering interactive teaching as a joint activity, Nakhod, S. A. determines that interactive teaching has a common goal and common motivation when activities are split by functionally related components and distributed among the participants of the educational process. The researcher also highlights the presence of control, common end results, single space and simultaneous performance of activities by different participants. In her opinion, while interactive teaching, individual activities are combined and performed in a coordinated manner. Individual activities are special elements or parts of an entire joint activity, so their correlation should be considered as the ratio of a part and a whole. Moreover, the researcher believes that an individual activity is not an isolated system because, finally, it is always included in the structure of joint activities. The inclusion of individual activities in the structure of joint activities inevitably leads to a change in the activity structure of each participant. These changes do not occur due to the elimination of individual components of an individual activity. They occur due to their qualitative changes in terms of joint activities. At the same time, individual activities retain their integrity, stability and relative independence, which makes it possible to ensure the individual development of each undergraduate[108]. Thus, we may say that introduction of interactive teaching methods to the educational process provides undergraduates with their own space for individual activities during collaboration with their peers.

An analysis of the pedagogical literature (Anishchenko, O., Yakovets, N.,[109] Varga, L.,[110] Cherkasova, I., Yarkova, T.,[111]

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[108] Наход С. А. (2014). Педагогічна взаємодія як базисна категорія інтерактивного навчання. *Наукові записки Тернопільського національного педагогічного університету імені Володимира Гнатюка. Серія «Педагогіка».* Тернопіль. № 2. С. 27–28.
[109] Аніщенко, О. В., Яковець, Н. І. (2007). Сучасні педагогічні технології: курс лекцій. Ніжин: Видавництво НДУ ім. М. Гоголя. 199 с.
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Hodovanets, N., Legan, V.,[112] Pometun, O., Pyrozhenko, L.[113] and others) shows that interactive teaching:

– stimulates undergraduates' interest;
– encourages active participation of each undergraduate student;
– appeals to the feelings of each undergraduate student;
– promotes effective learning;
– has an extensive influence on undergraduate students;
– provides feedback;
– forms undergraduate students' opinions and attitudes;
– forms life skills;
– promotes behavior change, etc.

Thus, the features of interactive teaching methods are the high level of mutually directed activity of the subjects of interaction; emotional and spiritual unity of the participants of the educational process.

Modern pedagogy has a variety of interactive approaches, among which the following can be distinguished:

1) creative tasks;
2) work in small groups;
3) role-playing games;
4) simulation games;
5) business games;
6) discussion of complex debating issues;
7) remote teaching (video conferencing, video lectures, webinars, online workshops, virtual consultations);
8) feedback;
9) problem solving;
10) trainings.

The interactive approaches listed above are most often used to teach a foreign language to undergraduates in a higher education institution. Godovanets, N. I. and Legan, V. P. distinguish in their study the

[111] Черкасова, И. И., Яркова Т. А. (2012). Интерактивная педагогика: учебно-методическое пособие. Санкт-Петербург: СПб.: НОУ «Экспресс». 190 с.
[112] Годованець, Н. І., Леган, В. П. (2017). Короткий огляд інтерактивних методів навчання іноземної мови. *Науковий вісник Ужгородського університету. Серія: Педагогіка. Соціальна робота.* Ужгород. Вип. 1(40). С. 60–62.
[113] Пометун, О. І., Пироженко Л. В. (2004). Сучасний урок. Інтерактивні технології навчання. Київ: вид-во «А.С.К.», 2004. 192 с.

following four stages of the structure of foreign language classes: 1) Preparation. This stage provides for organizational aspects such as handouts, addressing the venue and the need for technical means. 2) Introduction. At this stage, it is important to explain the rules, goals and tasks. Grouping, role distribution, reminding undergraduates of the amount of time allowed for the "game" are also of great importance. 3) Conducting. Discussion of the situations set by an academic staff member, independent or group search for solutions, the formation of answers are considered as obligatory activities at this stage. 4) Reflection and outcomes. Discussion of outcomes, assignment and feedback are the main elements of this stage[114].

Thus, given that interactive teaching involves, above all, dialogic interaction and interpersonal communication, the introduction of this form of teaching in foreign language classes promotes the development of communication skills, the ability to think, to form their own opinion in a foreign language and to perceive a foreign language. During the dialogic interaction, undergraduates have an opportunity to master and practise lexical and grammatical material, as well as to create situations for discussion and to develop certain problem situations in the context of interactive technologies. Besides, interactive teaching promotes the development of the ability to see one's mistakes, to adequately treat mistakes of others and one's own, as well as to adequately evaluate one's own activities and the activities of others.

In addition, in the course of interactive teaching, the problem of both correcting mistakes and warning against them is solved. By offering udergraduates the exercises to identify mistakes, correct them, analyze and discuss in the course of interactive work, as well as organizing review of written works by undergraduates, the conditions for the maximum prevention of mistakes in oral speech are created[115].

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[114] Годованець, Н. І., Леган, В. П. (2017). Короткий огляд інтерактивних методів навчання іноземної мови. *Науковий вісник Ужгородського університету. Серія: Педагогіка. Соціальна робота.* Ужгород. Вип. 1(40). С. 61.

[115] Годованець, Н. І., Леган, В. П. (2017). Короткий огляд інтерактивних методів навчання іноземної мови. *Науковий вісник Ужгородського університету. Серія: Педагогіка. Соціальна робота.* Ужгород. Вип. 1(40). С. 61.

2. Importance of Intractivity in Remote Teaching

Thanks to the advent of computer technology, the Internet and mobile devices, remote education as a way to obtain higher education is becoming more and more popular around the world. Remote education is considered to be more affordable, as undergraduates can combine work and study, get education and complete assignments wherever and whenever it is suitable for them. Nowadays, educational institutions have in their hands modern educational apps and platforms which help provide high-quality remote teaching services. Due to this fact, academic staff members have a variety of means and resources to make their remote courses attractive, interesting and iterative. As Muirhead, B. notices[116]: 'On-line higher education is an evolving entity that challenges both students and tutors to reflect their respective roles and responsibilities. Students must develop their self-directed learning skills and adapt their communication habits to be effective in the on-line environment. Yet, educators play a vital instructional role in promoting consistent and relevant interaction between students and with their tutors.'

Thus, in higher education which is provided remotely, interactivity is an issue that concerns undergraduates, academic staff members, administrators, and instructional designers who want to promote independent learning without losing social interaction. Besides interactivity should empower undergraduates to cultivate both self-directed instructional skills and develop enriching dialogue with other undergraduates[117].

Clandfield, L and Hafield, J. distinguish in their book 'Interaction Online' two types of interaction: human-human and human-machine. Human-human interaction they consider as a 'strong' interaction, and human-machine interaction they consider as a 'weak' one. The authors

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[116] Muirhead, B. (2000). Enhancing social interaction in computer-mediated distance education. *Educational Technology and Society*. Vol. 3(4). P. 5. URL: http://elibrary.lt/resursai/Uzsienio%20leidiniai/IEEE/English/2006/Volume%203/Issue%204/Jets_v3i4_01.pdf (дата звернення: 20.10.2020).
[117] Muirhead, B. (1999). Attitudes toward interactivity in a graduate distance education program: a qualitative analysis. P. 15. URL: http://www.bookpump.com/dps/pdf-b/1120710b.pdf (дата звернення: 20.10.2020).

believe that while education technology has made considerable advances since 1990, and while online courses and learning platforms may include tools that can facilitate strong interaction between undergraduates, weak interaction still prevails. Moreover, in online foreign language courses, undergarduates are often forced to 'go it alone' which could be the reason why online foreign language courses suffer from poor user motivation. The authors say that 'people enjoy strong interaction with each other through the use of technology', and 'interacting with others is one of the reasons people enjoy language classes so much'.[118]

Muirhead, B. thinks that an important interactivity distinction involves interaction based on immediate (real time or synchronous) or delayed (asynchronous) feedback and discussion. The researcher also adds that computer-mediated remote education institutions operate with instructional programs that offer a combination of immediate (e.g. teleconferences and chat sessions) and delayed learning experiences (e.g. e-mail and online discussion forums). Undergraduates who want to interact immediately with other undergraduates and instructors require a fixed meeting time. The delayed learning format enables undergraduates to have greater freedom, scheduling flexibility, and control to establish when they will participate in the online class[119].

Croxton, R. A. highlights in her article 'The Role of Interactivity in Student Satisfaction and Persistence in Online Learning' formal interaction that is built into the overall course design and informal interaction that exists outside of the online course. The subject of our interest is formal interaction which is defined by Croxton, R. A. '…as either asynchronous or synchronous opportunities for communication between student-student, student-instructor, and student-content. Synchronous communication is that which takes place in 'real time' and may include online chat and video conferencing. Asynchronous communication occurs over time and does not require simultaneous, 'real time' interaction. This form of

[118] Clanfield, L., Hafield, J. (2017). Interaction online. Cambridge : Cambridge University Press. P. 3–4.
[119] Muirhead, B. (1999). Attitudes toward interactivity in a graduate distance education program: a qualitative analysis. P. 11. URL: http://www.bookpump.com/dps/pdf-b/1120710b.pdf (дата звернення: 20.10.2020).

communication may include e-mail, participation in online discussion boards, blogs and wikis.'[120]

Muirhead, B. highlights in his article 'Attitudes Towards Interactivity in a Graduate Distance Education Program: A Qualitative Analysis' some characteristics of computer-mediated educational communication[121]:

1) many-to-many communication (undergraduates easily share with numerous people online);

2) place-independent communication (undergraduates are not bound by geographical location and can relate to others on a global scale);

3) time-independent communication (undergraduates can freely respond to written comments without having to compete for instruction attention);

4) Text-based communication (undergraduates mainly communicate through written narratives that permit reflective thinking and thoughtful responses);

5) computer-mediated learning (active participation and interactivity are encouraged as undergraduates process information individualy and within the online class).

Clandfield, L. and Hafield, J. distinguish the following tools for remote teaching[122]:

1. Discussion forums or message boards which allow undergraduates to post a message and read other people's messages. This is usually done asynchronously. Depending on the tool, a discussion forum may allow you to attach images, sounds, videos and other files to it.

2. Instant message services or chats which allow the participants to type messages to each other in real time. Current tools allow participants to attach audio, image and video files. Unlike discussion forums, chats and instant forums are mainly used for synchronous communication.

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[120] Croxton, R. A. (2014). The role of interactivity in student satisfaction and persistence in online learning. *MERLOT Journal of Online Learning and Teaching*. Vol. 10. № 2. P. 315. URL: https://jolt.merlot.org/vol10no2/croxton_0614.pdf (дата звернення: 20.10.2020).

[121] Muirhead, B. (1999). Attitudes toward interactivity in a graduate distance education program: a qualitative analysis. P. 16–17. URL: http://www.bookpump.com/dps/pdf-b/1120710b.pdf (дата звернення: 20.10.2020).

[122] Clanfield, L., Hafield, J. (2017). Interaction online. Cambridge : Cambridge University Press. P. 5–7.

3. Audio and videoconferencing which are becoming more and more popular in remote education. The tools for these allow multiple participants to speak and see each other at once and are therefore used mostly for synchronous activity.

Thus, discussion forums are used in remote teaching for the purpose of asynchronous communication, and both instant message services (chats) and audio/videoconferencing – for synchronous communication.

Nachowitz, M. thinks that online discussion forums provide a unique opportunity to understand and develop pedagogies that might enable improved collaboration and discussion around content. The researcher also mentions that asynchronous online discussion forums are potentially ideal environment for the social construction of knowledge[123]. Furthermore, asynchronous online discussion is an important pedagogical strategy used by instructors of online courses. Its pedagogical benefits in online courses include promoting undergraduate's interaction and perceived sense of learning community by seeking and exchanging resources together along with sharing different perspectives and professional experiences[124].

Sager, J. L and Chen, F. consider that the purpose of online forum discussions is to increase undergraduate's learning in an enjoyable way. According to them, a forum can be used to support assignments so that undergraduates can share ideas, it can engage undergraduates in case and topical discussions and debates. Also, a forum can be used as a tool for workflow control, archival storage and monitoring so that multiple classes over several semesters can accomplish a large project[125].

Farha, N. and Chang, C. W. say that every online educational platform (e.g. Moodle, Canvas, Desire2Learn, ets.) features a text-based

[123] Nachowitz, M. (2018). Scaffolding progressive online discourse for literary knowledge building. *Online Learning*. Vol. 22(3). P. 135. URL: https://files.eric.ed.gov/fulltext/ EJ1191486.pdf (дата звернення: 20.10.2020).
[124] Oh, E. G., Kim, H. S. (2016). Understanding cognitive engagement in online discussion: use of a scaffolded, audio-based argumentation activity. *Interactional Review of Research in Open and Distributed Learning*. Vol. 17(5). P. 28. URL: https://files.eric.ed.gov/fulltext/ EJ1117360.pdf (дата звернення: 20.10.2020).
[125] Sagen, J. L, Chen, F. (2013). Integrating a web-based discussion forum and student peer feedback into a high-enrollment IS class: expectations and outcomes. *Journal of Learning in Higher Education*. Vol. 9(1). P. 25–27. URL: https://files.eric.ed.gov/fulltext/EJ1144036.pdf (дата звернення: 20.10.2020).

discussion forum which is the primary mode for educational communication remotely. In their view, a discussion forum is an asynchronous tool which provides functionality for online discussions and is designed to replace face-to-face interaction found in a traditional classroom setting. The researchers studied the use of voice-based technology as an alternative to typing text for completing discussion assignments in online cources, as voice tools (e.g. Voice Authoring, Vocaroo, voice Thread, etc.) have come recently to the forefront and allow undergarduates to respond to a forum vocally rather than by typing a text. The researchers state that undergraduates believe 'hearing responses rather than reading texts created more of a sense of community. Intuitively it stands to reason that hearing a classmates's voice, rather than just reading conventional text would be more engaging'[126]. In regards to remote teaching of a foreign language, we believe that involvement of voice-based tools in a discussion forum not only provides undergraduates with a sense of community, but also helps them develop listening and speaking skills which is very essential while learning a foreign language. Additionally, an academic staff member can monitor undergraduates' pronunciation and grammar by posting voise responses with some comments on their mistakes and corrections.

Video-based tools can also be applied for discussions to motivate undergraduates and increase their interaction when learning a foreign language. Thus, Clark, C., Strudler, N. and Grove, K. investigated whether asynchronous video posts would create higher levels of teaching and social presence within an online course when compared with text-based discussions. The researchers believe that 'video posts provide necessary visuals, allowing undergraduates to experience each other as actual humans rather than text on a screen, thereby increasing social presence'[127]. Valenti, E., Feldbuch, T. and Mandernach, J. add that

[126] Farha, N., Chang, C. W. (2017). The use of a voice-based response system for online discussion forums. International *Journal of Technology of Teaching and Learning*. 13(2). P. 93–98. URL: https://files.eric.ed.gov/fulltext/EJ1211990.pdf (дата звернення: 20.10.2020).
[127] Clark, C., Strudler, N., Grove, K. (2015). Comparing asynchronous and synchronous video vs text-based discussions in online teacher education course. *Online Learning*. Vol. 19(3). P. 50. URL: https://files.eric.ed.gov/fulltext/EJ1067484.pdf (дата звернення: 20.10.2020).

undergraduates have rather a positive perceptions of video integration in remote cources and agree that videos enhance their learning[128].

Thus, online discussion forum is a very important pedagogical strategy used by academic staff members while teaching foreign languages remotely. It is considered as an important tool, first of all, because it promotes interaction among undergraduates, gives sense of learning community. Undergraduates can exchange their ideas, thoughts and opinions using foreign language they study which is undoubtly benefits to the development of their communication skills. Additionally, communicating to each other through the use of technology gives undergraduates enjoyment, and it gives them even more enjoyment if they have a possibility to combine both communication through the use of technology and studying at a time.

Videoconferencing is another tool that is often used by academic staff members to teach undergraduates a foreign language in the process of remote education. Videoconferencing is an area of information technology that simultaneously provides two-way transmission, processing, transformation and presentation of interactive information at a distance in real time (synchronously) using hardware and software computing equipment. Interaction in the mode of videoconference allows two or more undergraduates to exchange audio and video information remotely in real time.

Rop, K. V. and Bett, N. K. mention that all parties involved in videoconferencing can see facial expressions and body language that are very important to the way people communicate. The researchers think that one of the reasons why many educators use videoconferencing for remote teaching is to improve learning and communication between their students and others within local and wider communities and this has the power to open the eyes of students to a whole new world. Moreover, the ability to participate in face-face audio and visual contact engages students and allows them to gain a greater understanding of the subject

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[128] Valenti, E., Feldbuch, T., Mandernach, J. (2019). Comparison of facult and student perceptions of videos in online classroom. *Journal of University Teaching and Learning Practice*. Vol. 16(3). P. 2. URL: https://files.eric.ed.gov/fulltext/EJ1224007.pdf (дата звернення: 20.10.2020).

matter due to their immersion within the lesson. Also, it encourages dialogue among students and increases the scope for dialogue[129].

Thus, face-to-face communication which can be provided through videoconferencing is very vital while teaching or learning a foreign language. First of all, videoconferencing helps undergraduates feel the presence of their peers and their instructor, so they do not feel isolated. Second, videoconferencing makes discussions easier, ensures high-quality interaction, helps develop foreign language communication skills. Third, videoconferencing provides academic staff members with boundless opportunities and resources to generate new ideas and populate their foreign language online cources with a variety of presentations, audio and video materials. Additional, videoconferencing has no territorial boundaries so it is easy to arrange a lesson and invite a guest who is a native speaker of a foreign language studied by undergraduates. An interaction and communication with a native speaker can be greatly enjoyed by undergraduates and significantly increase their motivation for further learning of a foreign language.

A typical problem with online discussions is that some undergraduate students might be shy enough to express their thoughts and ideas on some topics, and 'discussion often resembles a private conversation between the instructor and a few of the most outgoing students rather than a broader dialogue. Some students may be afraid of being embarrassed if they do not answer questions correctly or if they ask a 'stupid' question. As a result, students often become passive listeners rather than active participants…'[130]. This can be considered as a big disadvantage while learning a foreign language, especially remotely. Thus, an academic staff member should try to to avoid such situations and to involve all the undergraduates into active discussins. Muirhead, B.

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[129] Rop, K. V., Bett, N. K. Videoconferencing and its application in distance learning. URL: https://www.researchgate.net/profile/KV_Rop/publication/251237239_VIDEO_CONFERENCI NG_AND_ITS_APPLICATION_IN_DISTANCE_LEARNING/links/0deec51ef93c79c9ee000 000/VIDEO-CONFERENCING-AND-ITS-APPLICATION-IN-DISTANCE-LEARNING.pdf (Дата звернення: 03.11.2020).

[130] Sagen, J. L, Chen, F. (2013). Integrating a web-based discussion forum and student peer feedback into a high-enrollment IS class: expectations and outcomes. *Journal of Learning in Higher Education*. Vol. 9(1). P. 26. URL: https://files.eric.ed.gov/fulltext/EJ1144036.pdf (дата звернення: 20.10.2020).

mentions that an educator (in our case – an academic staff member) plays a key role in establishing the 'emotional tone' for computer-mediated interaction while teaching remotely. Academic staff members should try their best to create an ineterctive learning environment among undergraduates who differ in their cognitive level and computer skills, as undergraduate students 'who are highly self-directed and computer-oriented are capble of expressing a host of critical thinking skills, e.g. problem solving, and their intellectually rich, online commentary often highlights their narrative abilities. Self-directed students often prompt teachers to develop more innovative assignments that stimulate lively dialogue in their individual work, group activities, and discussion forums'[131].

However, if an academic staff member sets clear expectations, posts a rubric and monitors the discussions, this typically can be mitigated early in the semester. So, discussion activities can include 'icebreakers'; discussions about current events; discussions about course-related events; specific topics, issues or clarifications associated with assignments, projects or exams; in-depth reflections and small group discussions, etc. This would help 'bring out' a shy and hesitant undergraduate student, as well as udergraduates who usually wait until other undergraduate students post to see what has already been written, 'i.e. later posts all sound suspiciously similar to the earlier posts'[132].

Introduction of interactive methods and technologies in remote education can be effective enough under the following conditions[133]:

1) remote education shall be organized by a high qualified specialist which specializes not only in their subject area, but also has knowledge of information technology and psychological characteristics of communication on the Internet;

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[131] Muirhead, B. (1999). Attitudes toward interactivity in a graduate distance education program: a qualitative analysis. P. 20. URL: http://www.bookpump.com/dps/pdf-b/1120710b.pdf (дата звернення: 20.10.2020).

[132] Farha, N., Chang, C. W. (2017). The use of a voice-based response system for online discussion forums. International *Journal of Technology of Teaching and Learning*. 13(2). P. 93. URL: https://files.eric.ed.gov/fulltext/EJ1211990.pdf (дата звернення: 20.10.2020).

[133] Рунова, А. А. (2020). Применение интерактивных методов и технологий в дистанционном обучении. Актуальные исследования. № 7(10). URL: https://apni.ru/article/556-primenenie-interaktivnikh-metodov-i-tekhnolog (дата звернення: 15.11.2020).

2) an academic staff member is competent in the use of various interactive methods and technologies of remote teaching;

3) a virtual educational platform has been chosen correctly form pedagogical point of view;

4) all participants in the educational process possess a culture of communication;

5) a convenient and objective control and testing system is provided;

6) an effective system of interaction between participants in the educational process has been thought out.

In conclusion, we would like to agree with the principles of interaction in online foreign language courses given by Clanfield, L. and Hafield, J. where the researchers determin that interaction[134]:

– should be between human and human, not human and machine;

– can involve voice or text;

– can be synchronous or asynchronous;

– should have a reason for communication, i.e. to share information, opinions, values or ideas;

– should have a purpose and have closure in an end-point: communication should achieve something (the solution to a puzzle, etc.);

– should involve two-way participation: members should both take account of others' contributions and contribute themselves;

– should include topics that are interesting and motivating;

– should include a range of topics and interaction-types to appeal to different learner preferences.

CONCLUSIONS

Interactivity is the ability to interact; the process when two or more people work together.

Interactive technologies of teaching of foreign languages assume the change in cooperation between undergraduates and educators when th activity of educators gives way to the activity of undergraduates. In such conditions, educators play a role of facilitators and coordinators of the educational process.

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[134] Clanfield, L., Hafield, J. (2017). Interaction online. Cambridge : Cambridge University Press. P. 5.

Application of interactive technologies in the educational process helps undergraduates feel free in their activities. Undergraduates have an opportunity to create their social world, reflect and form their self-awareness and gain new experience.

Organisation of remote education assumes interaction between undergraduates and educators or academic staff members; between undergraduates themselves; between undergraduates and various teaching means.

Nowadays, higher educational institutions provide sevices of remote education using different educational platforms (education platform 'Moodle' is one of the most wide-spread platforms among the universities of Ukraine). However, despite the variety of educational platforms, academic staff members play a very important role in promoting interaction between undergraduates.

Interaction between undergraduates in the course of studying a foreign language remotely can be either synchronous (real time) or asynchronous (delayed).

Syncronous communication usually involves videoconferencing which provides for face-to-face communication and helps undergraduates feel the presence of both their peers and their educators, they do not feel isolated. Videoconferencing also makes interaction easier and gives an opportunity to present a variety of audio, video and demonstration materials.

Asynchronous communication usually involves discussion forums. In the course of a discussion forum, undergraduates have time to think and generate new ideas. Also, undergraduates have an opportunity to search for information and share it with their peers. Discussion forums can be not only text-based but also voice- or video-based. Voice- and video-based discussion forums provide undergraduates with a sense of community. Moreover, voice-based discussion-forums have a big advantage because while studying a foreign language, an academic staff member is able to control and correct undergraduates' pronunciation.

SUMMARY

The article deals with the the prospects for the use of interactive methods and technologies of teaching foreign languages in the course of

remote education. Particular attention is paid to the forms and types of educational activities in informational networks, as well as problems that may arise in the process of remote teaching of foreign languages.

It has been determined that interation between undergraduates themselves and their educator is very important because it helps not only develop foreign language communication skills, but also helps undergraduates avoid the feeling of isolation.

Despite a great variety of educational platforms, which are used by the universities around the world to provide remote courses, academic staff members play important role in organisation of a foreign langage learning process and encouraging undergraduates to interact. Thus, when organizing interaction in remote foreign language courses, an academic staff member should not forget that it should be between undergraduates, but not between an undergraduate and a machine; have reason and purpose for communication; include interesting topics which appeal to different preferences of undergaraduates and motivate them for further studying of a foreign language.

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APPLYING CLIL METHOD WHILE REMOTE TEACHING

Kuzmenko A. O., Kashyrina I. O.

INTRODUCTION

In today's world, at the time of constant political, economic, technical, cultural and educational development and progress, views on the teaching of subjects / disciplines with the use of a foreign language are changing. First of all, the methods of internationalization are now being successfully implemented within the framework of international activities conducted by modern higher education institutions. Particular attention is paid to the development of new forms of education that must meet today's international requirements and standards in the context of transnational education. In current society at the age of information technology extreme development online studying of disciplines is getting more and more popular. It is not a new phenomenon; it is a routine. Communication technologies have developed rapidly and increased the demand for remote teaching.

Therefore, experienced academic staff members must find and use the most interesting and innovative methods of teaching their subject and be able to work and develop their activities in a cross-national direction via online resources making studying interesting and understandable. The main purpose of this work is to identify the main aspects of the methodology CLIL (Content and Language Integrated Learning – subject-language integrated learning) as an innovative method of training European professionals and clarify the Western experience of its implementation in the educational process in frames of remote teaching. This method is revealed as the main concept for preparing European specialists. The techniques of this method are worth to be discussed.

It should be noted that a foreign language is a key component for anyone intending to get an education and become a professional in a particular field, as well as to be able to increase their competitiveness and have an advantage among other professionals in the labour market. Therefore, future specialists try, in addition to a thorough study and

knowledge of a particular field, be it law or psychology, etc., to study a foreign language deeply and thoroughly. Modern higher education cannot stay away from international methods of teaching subjects, undergraduates must look for opportunities for international development and be able to realize themselves internationally in terms of mobility strategy.

Various scholars have studied the issue of domestic education on the international stage, as well as various approaches to mastering subjects involving a foreign language on the model of European countries. Thus, A. Debych studied the process of integration of higher education at the international level[135]. In turn, R. Kulen studied aspects of training future professionals for professional activities at the international level[136]. In many educational institutions, the study of a foreign language finishes after the second year and the knowledge of a foreign language, mostly English, remains quite low. Thus, there is a need for convergence of foreign languages and professional disciplines during higher education for undergraduates.

A specialist in any field must be a comprehensively developed personality, not have a narrow understanding of one area, but be able to apply their subject through the prism of in-depth study, knowledge of the discipline and the formation of practical skills using a foreign language. Every specialist must be able to communicate in the field of their professional activity not only in their native language, but also in a foreign language.

Thus, having bi- / multi-lingual communicative competence means realization yourself as an international specialist[137]. Many scientists and scholars from around the world have studied the modernization of education. One of the subjects for research was the issue of improving the teaching of disciplines in the specialty in a non-native language and undergraduates' mastery of subjects taught in a foreign language.

[135] Брыксина И. Е. (2009). Концепция билингвального/бикультурного языкового образования в высшей школе (неязыковые специальности). Тамбов. 14 с.
[136] Дебич М. А. (2017). Інтернаціоналізація вищої освіти: світовий досвід : монографія. Суми. 291 с.
[137] Coelen R. (2016). A Learner-Centred Internationalisation of Higher Education. *In Global and Local Internationalization*. Boston. P. 35–42.

Many scientists and scholars from around the world have studied the modernization of education. One of the subjects for research was the issue of improving the teaching of disciplines in the specialty in a non-native language and undergraduates' mastery of subjects taught in a foreign language. In particular, M. Candelier proposed to organize the educational process in several languages by types, which included preparation for language learning from childhood, i.e. at the preschool level, which would allow the child to form an understanding of differences between languages and involve him in other languages and cultures; drawing a parallel between native and foreign languages, which would allow to compare and find a connection between native and foreign languages, and integrating language teaching and learning[138].

Other scientists have considered multilingual education and immersion of a child in the bilingual sphere from childhood by his parents, which would allow the development of communicative and cognitive competence[139]. This technique helps to develop their thinking from the very beginning of the formation of personality, and also contributes to the formation of motivation to learn not only subjects but also foreign languages.

The issue of multilingual or bilingual education with in-depth study of a foreign language not only at the household level, but also at the professional level has become relevant around the world and requires its possible application in the domestic educational process.

1. The concept of Content and Language Integrated Learning

An effective way to achieve multilingualism at the household and professionally-oriented levels is one of the most popular approaches to learning subjects using a foreign language, namely the CLIL method, which involves learning non-language subjects in a foreign language.

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[138] Candelier, M., Oomen, I. (2002). Linguarum. The Gateway to Languages. *The Introduction of language awareness into the curriculum: Awakening to language*. Council of Europe Publishing. P. 18.

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CLIL is better known in the Ukrainian environment as subject-language integrated learning or context-language integrated learning is termed as:

• a means of mastering other disciplines, which in turn provide education for the undergraduate – a future specialist in the need for education, which gives the opportunity to rethink and improve their skills in communication in a native language;

• didactic methodology, which allows future specialists to form foreign language linguistic and communicative competences in the educational context, during which general skills and knowledge are formed.

David Marsh was the first to introduce the term CLIL and successfully introduced this method of studying a discipline in a foreign language more than twenty years later. Thus, any undergraduate has the opportunity to master the content of the subject in addition to the simultaneous study, improvement or practice of a foreign language[140]. In this context, language is not a goal for study, but is used as a means to master another subject, such as history, sociology, computer science, and so on. The main emphasis is on the fact that language is not the main object for learning, it acts as a tool that helps to learn other subjects. Undergraduates find some prospects to form, improve their communication skills[141]. Thus, undergraduates can immerse in the knowledge of a subject, and at the same time learn a foreign language.

CLIL develops the ability to self-education, mastery of innovative technologies, understanding the prospects and opportunities for their application, the ability to make decisions independently, adapt to new social and professional conditions, teamwork skills, the ability to overcome stress.

Content and Language Integrated Learning (CLIL) is a current trend in the internationalization of higher education in many countries. The CLIL method implies the simultaneous formation of subject and language competence of the student. This trend is becoming more

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[140] Mehisto, P., Frigols, M.-J., & Marsh, D. (2008). Uncovering CLIL. MacMillan. 240 p.
[141] Brewster, J. (2004). Content-based language teaching: a way to keep students motivated and challenged? Canterbury. P. 5.

productive and is spreading among such developed countries as Belgium, France, Germany and others. Subject-language integrated learning occupies an honorable place in the international educational space, because it is a very effective way to prepare future professionals.

2. Three models of CLIL

It is important to study the models of subject-language integrated learning. The CLIL method has three models:

- soft (language-led);
- hard (subject-led);
- partial immersion.

The first *soft* model is aimed at the linguistic features of a special context. For instance, according to this model, undergraduates are taught selected topics in a foreign language. Undergraduates can learn a foreign language in part by learning new vocabulary in a specific context.

The next *hard* model is aimed at studying the subject in a foreign language for 50 % of the curriculum. This CLIL model allows for a more in-depth study of the subject itself using already learned vocabulary, as well as to learn a new lexical component within the subject.

The third model of partial immersion, namely partial immersion, implies partial learning of a foreign language, in other words intermediate learning, i.e. a certain amount of hours is allocated for a particular subject to study some modules of this subject in a foreign language[142].

According to the hard model, a vocabulary on this topic is already known, and the new terminology will be studied by undergraduates from a different angle, because according to this model, 50 % of the time undergraduates will be taught in a foreign language. For example, learners in a foreign language will study how insects go through a life cycle or reproduce, using already known terminology and knowledge of the subject, in addition, this model introduces words on a broader topic, which allows undergraduates to learn more deeply and extensively.

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[142] Лалетина Т. А. (2012). Интегрированный подход и использование предметно-языковой интеграции при обучении иностранному языку. Красноярск. С. 16.

According to the third intermediate type of CLIL, namely partial immersion, to study this subject in a foreign language, an academic staff member will take some selective topics, such as insect evolution, body structure, parasitic individuals that harm plants and others. It is believed that the hard model is the most effective and efficient, because half of the study time undergraduates are immersed in the language environment and have the opportunity to study the subject in a foreign language, develop their cognitive and communication skills, including speaking, reading, listening and writing. Also, it is possible that this model forms a greater focus and motivational aspect to study the subject in a foreign language at an even greater level, spending not 50 % of the time, but all 100 %. Today, the CLIL methodology is very common in Western Europe. For example, according to this method, bilingual educational institutions in Bulgaria provide such subjects as History, Geography, Philosophy in English, German, French, Spanish and other languages[143].

This model allows undergraduates to surround themselves with a constant language environment and when learning a subject to interact with academic staff and other undergraduates involuntarily communicating in a foreign language.

3. Elements of Content and Language Integrated Learning

In order to train future professionals using the technique of subject-language integrated learning, use the following elements of CLIL, known as "4C":

- Content;
- Cognition;
- Communication;
- Culture.

The content means first of all understanding, development of knowledge, skills and abilities in a certain subject area. In the classroom it is necessary to stimulate the process of learning and develop skills within the subject being studied, to understand the essence and master new concepts and features of the subject, taking into account previous

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[143] Педагогическое мастерство : материалы VIII Междунар. науч. конф. (2016). Москва. 16 с.

experience. Within the framework of this methodological approach, the semantic component is system-forming[144].

This element defines goals, objectives and topics in order to implement the right professional opinion and self-expression. Content is a kind of basis for studying the subject. Content is a set of elements and processes that make up a given object or phenomenon. To study the subject in a foreign language and understand the above component. For instance, the content, in the training of specialists perform exercises to understand the content. When teaching mathematics, undergraduates are given tasks to perform, and above all they must understand the content of the problem, the necessary condition for its solution.

Learners should not start solving it without understanding its conditions, for example, its content. Therefore, acquaintance with the task includes the actual mastery of its content and checking the awareness of undergraduates.

Cognition, perception, an important component that carries the development of mental abilities. CLIL stimulates cognitive and mental skills. Why is it necessary to develop thinking? – To better understand a foreign language and the subject studied, to create analysis and logical thinking, to build chains of relationship. After all, "good CLIL practice is due to cognitive activity"[145]. Cognition also presupposes the ability to use the acquired knowledge and skills in order to learn to express one's thoughts not only in the native language, but also in a foreign language. It should be noted that the cognitive concept can stimulate the development of cognitive abilities.

To achieve this goal, analytical and writing tasks will help, in which you need to find a logical answer to the question, find the main idea, by thinking, finding connections and comparing facts. In addition, cognitive activity can be successfully developed by performing listening exercises, i.e. listening to segments in a foreign language within a given topic and subject.

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[144] Coyle D., Hood Ph., Marsh D. (2010). CLIL, Content and Language Integrated Learning. Cambridge. P. 4–12.
[145] Bentley K. (2010). The TKT Course CLIL Module. University of Cambridge. P. 6–7.

Communication, or a language, which has a special status, because it is a means of learning the material, a kind of tool of cognition and a means of communication, whether monologue or dialogic communication. Moreover, language serves as a subject for study. Direct contact between communicators on a particular topic within the subject helps to reflect the form of thinking, using expressive means and speech directly in a foreign language. Through communication, you can implement such an important component as cognitive thinking, as well as express your thoughts on the content in a foreign language. Most importantly, undergraduates not only use a foreign language to study the chosen subject, but also the subject itself to practice communication and expression in a foreign language. It is also worth noting that during communication the lexical stock in a given topic increases, which is not an important component. If we talk about the tasks to be performed in order to develop communication techniques, it will help to discuss texts, articles, especially with the use of lexical series within a given topic, analysis of the main idea and topic. When discussing a topic in a foreign language, the teacher should minimize their speech and encourage undergraduates to increase feedback and discuss the topic, integrating language skills[146]. This principle is the main goal in the CLIL method when it comes to the communicative factor.

Moreover, listening tasks are well suited for the development of communication, because listening is a type of foreign language speech activity in the context of the peculiarities of the development of language mechanisms.

It should be emphasized that communication is very closely linked to culture. Culture is the core of the CLIL methodology. Culture presupposes culturological knowledge and a set of material and spiritual values, which include an understanding of cultural aspects, features and analysis of how similar and different individual cultures are.

Culture helps to understand yourself and others, to better understand the culture of your country and other countries. In addition, undergraduates who study, this component will encourage the

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[146] Marsh D. (2002). CLIL. The European Dimension: Actions, Trends and Foresight Potential. Brussels. P. 4–16.

preservation of cultural values and stimulate them to improve and develop culture in general, to identify for themselves the main vectors in the education and awareness of cultural significance. With the strengthening of the functional role of foreign languages and taking into account the requirements of modern society, there is a need to train professionals who will be able to effectively carry out the process of intercultural communication. This involves the formation of not only language but also cognitive awareness of the learning process. Since the CLIL method involves subject-language integration, it is important to understand that in the world cultural space a person must not only speak the language, but also interact with other cultures, in other words, integrate and immerse themselves in intercultural interactions. Therefore, when training international future professionals, it is necessary to take into account all the facets and concepts, trends and features of different cultures of the world. This will allow to form an appropriate level of cultural and communicative competence. It should be noted that all 4C components cannot exist separately from each other as separate independent elements. They are closely related to each other and special attention should be paid when teaching the subject of development of each of the elements.

4. Applying CLIL at online classes

Remote teaching with the application of CLIL methodology can seem for many undergraduates to be a difficult and not understandable issue but it is not. Online differs from live studying with the absence of live contact face-to-face, however, it cannot prevent you from effective studying of this or that discipline in another language as there is a set contact between an undergraduate and an aacademic staff member while distance classes through the screen of a laptop or a mobile phone. In fact, the gadget does not resist from full deepening into the subject via online technology.

CLIL classes can be varied depending on the learning content. However, there are several permanent stages that can help plan quality work:

1) selection of a topic of interest (for language specialties); topic according to the program (for non-language specialties);

2) selection of vocabulary – 6–10 terms at the initial stage, which can later be increased to 20, depending on the level of preparation of students;

3) selection of grammatical structures;

4) use of text – at any CLIL lesson, reading and listening are of principal importance as basic perceptual skills when mastering new material. Reading and listening involves the use of ready-made texts on a specific topic with the provision of all necessary information. It can be scientific literature (theses, articles, monographs), educational and methodical literature (manuals, reference books, schemes), Internet resources. It is this material that substantiates the lexical and grammatical selection;

5) the formation of a graphic organizer. A graphic organizer is a tool for written communication that uses graphic notation to represent knowledge, concepts, ideas, and the relationships and relationships between them. As a didactic tool that performs illustrative, communicative and cognitive functions, graphic organizers are used not only as information carriers, but also as support for undergraduates' activities when planning educational projects in solving problems, decision-making, research. Graphic organizers differ in several ways:

- chain organizers – temporal chart, block diagrams;
- graphical comparisons;
- comparison – diagrams with logical relationships;
- hierarchical organizers – pyramid diagrams, tree diagrams, etc.;
- conceptual organizers – map concept.

Thus, the goal is to visualize the received information so that the undergraduate has the opportunity to analyze it, to rely on this visualization when repeating the material, preparing homework, independent and individual work;

6) the use of information in a creative way, which can be directly related to the types of independent and individual work, classroom work – depending on the time, which involves the implementation of arbitrary oral and written tasks (projects, cases, essays – everything that allows the undergraduate to personalize information that will naturally, from the point of view of psychology, improve the perception and assimilation of the material).

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Here there are some forms, techniques and methods presented according to the method of CLIL. The most productive are "5-minute interview activity", "ABC dictation", "Grab it!", "True / False dictation", "Balloon debate".

5-minute interview activity is a tool that allows you to organize activities that promote a good atmosphere, prepares students for further work. The essence of this technique is to write each student some interrogative sentences in English. Everyone in turn answers all the questions. Thus, it is possible to achieve "disclosure" of students, develop their listening and speaking skills, as well as develop attentiveness.


ABC dictation is a non-traditional dictation, which involves showing a picture with further questions about the associative number of undergraduates. Then the academic staff member reads a couple of sentences from the text in accordance with the provided picture to each of the participants, after which the participants discuss the information obtained, perform tasks according to the acquired knowledge. This technique allows you to improve lexical and grammatical skills, introduces the culture of foreign speakers.
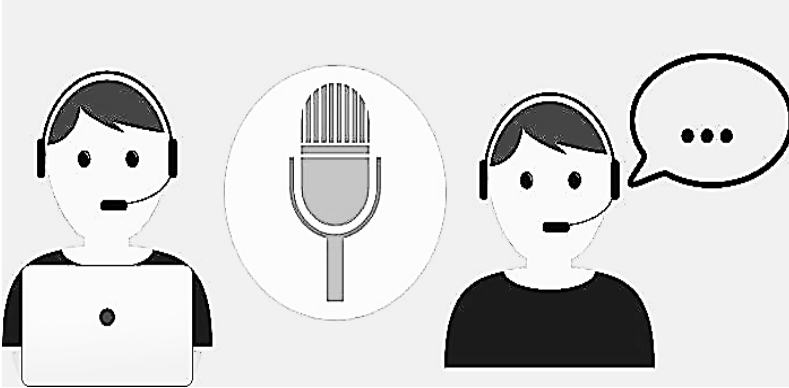
Grab it! – admission to work together: the academic staff member provides students with the writing of some terms in accordance with the topic of the lesson. One participant from each group is determined by the speaker, who is given definitions of these terms. The speaker announces the definition, and his group must choose the right term.

True / False dictation is a technique in which the academic staff member reads three theses on a topic, and students have to guess which one is incorrect. the correct theses are written in the abstract.
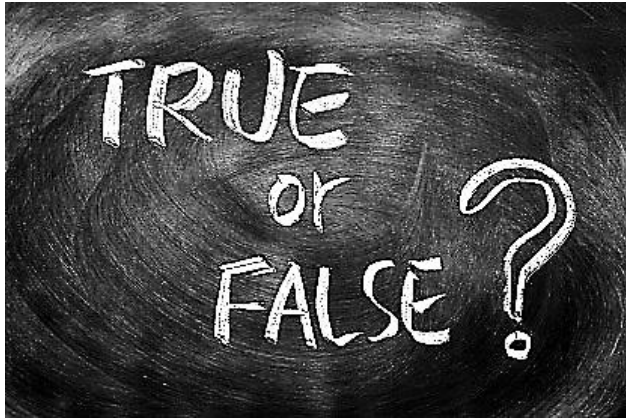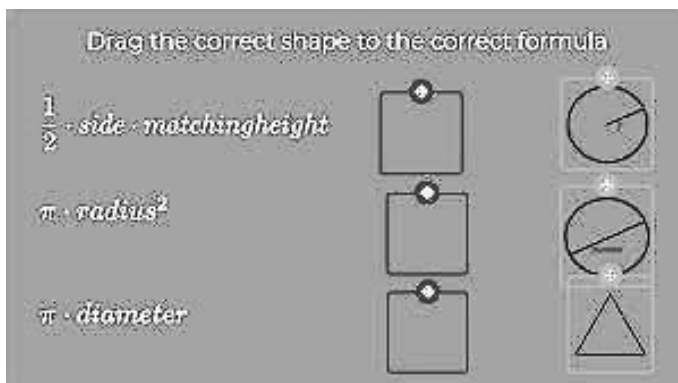
Balloon debate – a task during which undergraduates given with the names / photos of four scientists (according to the topic of the lesson). The students discuss the most important contributions of these scientists and identifies the most influential of them. The speakesr present the chosen scientist, giving arguments, facts and examples. In order to reduce the stress / fear of public speaking, the speaker is given a balloon as a means of distraction.
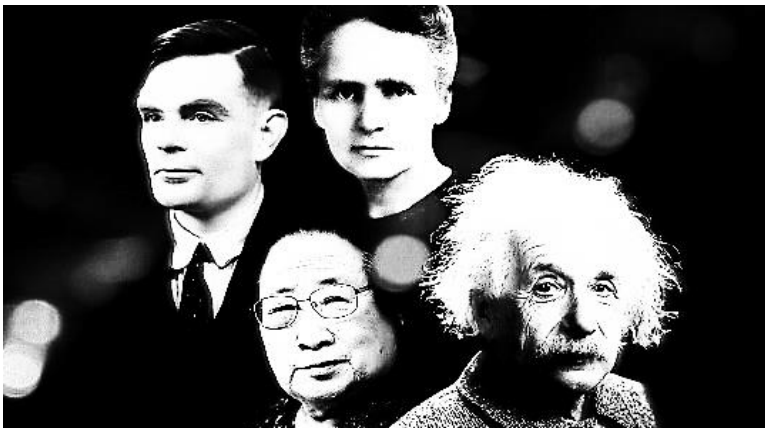
Lessonup – the teacher uses online quiz-tool of her or his choice, but I like Lessonup because of the different types of questions you can ask. It

is an online plantform used for showing videos, images, questions and quizzes. It allows students to join your virtual classroom with their devices.

Drag the correct shape to the correct formula

$\frac{1}{2} \cdot side \cdot matchingheight$

$\pi \cdot radius^2$

$\pi \cdot diameter$

CONCLUSIONS

The main advantage of the CLIL method is the increase of motivation of undergraduates to study the subject, it becomes more interesting for them to master the subject by learning a foreign language. Language learning through the subject and subject learning through the language deal with the use of technology over the internet, which relates closely to the online language learning environment. Another advantage is that during classes using CLIL undergraduates can immerse themselves in the language environment and learn more about a foreign language and all its subtleties and facets. Students also develop cultural and communicative competence; they have the opportunity to better understand the culture of language. In addition, the CLIL technique helps them to expand their vocabulary in a particular subject, learn new language techniques, expand terminology in the field of a particular terminology, which will help future professionals in their future work as an international specialist. Thanks to the techniques offered by CLIL, undergraduates can also develop their creative and logical thinking, and above all their outlook. Moreover, the study of a foreign language in a professional subject context becomes a priority, because the future specialist is motivated by the goal of acquiring competence in

a particular professional field at the international level. Online CLIL classes are varied according to the learning content. However, you can trace several permanent stages that will help plan quality work: the selection of topics of interest; vocabulary selection; selection of grammatical structures; use of text; formation of a graphic organizer; use of information in a creative way. The most productive techniques and ways of the CLIL method are "5-minute interview activity", "ABC dictation", "Grab it!", "True / False dictation", "Balloon debate", "Lessonup".

SUMMARY

The article is dedicated to CLIL methodology usage during training international specialists via remote teaching. The general peculiarities and principles of using CLIL methods, main advantageous aspects are discussed. CLIL is revealed as a successful and commonly distributed approach for integrating foreign language into study process of various curriculum disciplines. Content and Language Integrated Learning refers to teaching undergraduates different subjects through a foreign language. CLIL has several advantages that include: bilingual immerse, development of mental abilities, logic, creative and cognitive thinking, enhancement of communication skills, expansion of world outlook and increase cultural competence. Various techniques of studying disciplines in foreign language remote teaching are proposed.

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FEATURES OF THE APPLICATION
OF CLIL-METHODIC FORMS IN THE STUDY
OF HUMANITARIAN DISCIPLINES REMOTE TEACHING

Yadlovska O. S.

INTRODUCTION

Methods of content and language integrated learning in world pedagogical practice are called CLIL – Content and Language Integrated Learning and have begun to be used in the education system relatively recently, but the range of supporters of this technique is significantly expanding in many countries. The essence of these methods is the simultaneous use of a foreign language as an object of study, as well as mastering the content of other subjects, including disciplines of the humanities. In the processes of globalization of the world environment, CLIL-didactics becomes a promising area of higher education and an effective means of acquiring and improving speech and communication competencies. This will further ensure the successful professionalization and competitiveness of undergraduates in the labor market, as well as deepen ties in the immediate professional environment.

The main advantages of the method are the following characteristics: increasing the motivation to learn a foreign language, the development of creative abilities of the recipient, purposeful learning of lexical units. An important role in the practical application of the acquired communication skills will be played in the future by the fact that the proposed method promotes the use of interdisciplinary knowledge in practice and significantly expands the horizons of personality and communication and cultural competencies. Furthermore, the simultaneous purposeful mastery of the subject, language, and learning skills in a comfortable environment significantly improves the quality of communication and creates a situation of assistance. On the other hand, we emphasize the importance of implementing a layer of interdisciplinary knowledge in a foreign language in the processes of intercultural action and communication. In this section, not only the possession of a certain

vocabulary plays an important role, but also the process of a kind of "immersion" in the cultural environment and understanding of the basic mental guidelines and guidelines of a particular ethnic group or cultural array. Such reflection is possible only through mastering the narrative of the humanities with the simultaneous study of a foreign language. We also emphasize that any communication actions between representatives of different states, peoples, ethnic groups involve a high level of cultural education and knowledge of a foreign language. This is the purpose of implementing CLIL methods as one of the possible ways to improve speech skills, on the one hand, and the acquisition of knowledge of the humanities, on the other, with the subsequent implementation in intercultural communication.

CLIL methodology is not absolutely innovative at this stage of educational development and in the process of applying various methods, because integrated learning has been implemented since the 80s of the twentieth century. However, the trait of novelty lies in the plane of involvement of didactic material, modeling of training situations, use of tasks to be performed during remote teaching with the provision of probable maximum contact between the communicator and the recipient.

1. Ambivalence of CLIL content
and language integrated learning methodology
and its involvement in the study of humanities disciplines

At the present stage of reforming and qualitative changes in the educational paradigm, there are real opportunities to improve the training of undergradiares in learning foreign languages and the formation of a fully developed personality, ready to carry out foreign language communication, be a carrier of foreign culture, implement innovative processes in education. The implementation of such ambitious projects is the introduction of CLIL pedagogical technology into the educational process.

In the Ukrainian language, the abbreviation CLIL stands for content and language integrated learning (eng. – Content and Language

Integrated Learning)[147]. In her works, O. M. Kochenkova argues that "CLIL is a didactic technique that allows undergraduates to form linguistic and communicative competences of a foreign language in the same educational context in which they are developing general knowledge and skills"[148]. L. G. Movchan considers the CLIL methodology as a context-language integrated learning[149]. At this stage, there are mainly three models of CLIL: soft (language-led), hard (subject-led), partial immersion. The first model aims to consider the linguistic features of the special context, the second means that 50 % of the curriculum of specialty subjects are studied in a foreign language, and the third is intermediate and is used when only some modules of the specialty program are studied in a foreign language[150].

CLIL training is based on the "adjunct / linked learning" methodology (integrated learning). The academic staff member whose function is connected with subject focuses his efforts and activities on the translation of content knowledge, and the academic staff member whose function is connected with linguistics – on the formation of speech skills and abilities in the context of the subject content of the discipline. The new model has a more complex structure of the study, as it involves the interaction of specialists from two different fields and disciplines[151].

CLIL has an ambivalent focus on special content and contains more than half of the subject content with less linguistic content, i.e. actually given a parity between study, vocabulary, grammar, textual material, on

[147] Руднік Ю. В. (2015). Методика предметно-мовного інтегрованого навчання (CLIL). *Інституційний репозитарій Київського ун-ту ім. Богдана Грінченка.* Лютий 1. URL: http://elibrary.kubg.edu.ua/id/eprint/2590.

[148] Коченкова О. М. Возможности профилизации преподавания иностранных языков с помощью применения элементов методики CLIL (интегрирование преподавания иностранного языка и других учебных дисциплин). URL: http://kochenkova.ru/publ/vozmozhnosti_profilizacii_prepodavanija_inostrannykh_jazykov_s_pomoshhju_primenenija_ehlementov_metodiki_clil_integrirovanie_prepodavanija_inostrann/1-1-0-1.

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[151] Сидоренко Т. В., Рібушкина С. В., Розанова Я. В. (2018). CLIL-практики в Томском политехническом университете: успехи и неудачи. *Образование и наука.* Том 20, № 8. 2018 / The Education and Science Journal. Vol. 20, № 8. С. 171.

the one hand, and content-thematic component with extrapolation for practical application, on the other hand, and the creation of communication actions to model the relevant situations during the study of a foreign language.

Frequently undergraduates, being in a situation of communication in foreign languages, are unable to show their knowledge in the field of special knowledge and do not have the opportunity to communicate in a professional context. In addition, there are limited access to information resources and a lack of foundation for professional growth. Will some profiling of foreign language teaching allow us to move away from the usual contexts of "My Family"? "Seasons and Weather" and address the communication situations typical of future professional and universal communication of undergraduates. Therefore, a functional approach to teaching a foreign language allows achieving even greater efficiency, taking into account the proposal of a wide general educational space as a learning context[152].

The use of a foreign language in CLIL education depends on the educational objectives and goals. CLIL brings together a number of theories and approaches used in different educational contexts. There are several terms that describe how to implement CLIL: full language immersion, "language shower", and so on. In defining the basic principles of the CLIL methodological approach in different European countries, four main aspects are identified, covering the cultural and linguistic environment and aimed at solving subject and educational problems. Each of the four aspects is implemented differently and depends on the age of the undergraduate, the socio-linguistic environment, and the degree of immersion in the CLIL methodology[153].

When revealing the essence of the method, we are faced with the definition of axiological guidelines, which are decisive in achieving the goal of integrative learning. It is not only about the acquisition of

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[152] Шевченко І. В., Кордюк О. М. (2018). Методика предметно-мовного інтегрованого навчання у сучасній методичній і наукові літературі вітчизняних і закордонних авторів. *Молодий вчений*. № 4.4(56.4). С. 32.
[153] Шевченко І. В., Кордюк О. М. Переваги використання методики (CLIL) в процесі навчання майбутніх вчителів англійської мови у сучасних ВЗО України. *Молодий вчений.* № 6(58), червень, 2018. С. 178.

language competencies and simultaneous mastery of knowledge in a particular subject, but a kind of set of educational and developmental guidelines. These include the "4 C" model, which, in our opinion, considers the CLIL methodology as basic content on a particular topic, which contributes to a comprehensive consideration of a particular problem, issue through language acquisition, communication, and intercultural communication.

So, we are talking about the model "4 C" – Cognition, Communication, Content, Culture. The direction of "Cognition" involves the formation of perception, learning skills, and abilities. Planning, discussion, use of higher levels of thinking, analysis of learning practice is provided then. "Communication" distinguishes communication itself as a side of language acquisition, and language as a means to master the material. Direction "Content" is aimed at the disclosure of subject content and further understanding, acquisition of knowledge and skills. Mastering new knowledge based on previous experience. The aspect of "Culture" is seen as respect for different cultures, education of multiculturalism, support of the native language and culture, understanding of oneself, and others[154].

The CLIL methodology in its formation and further implementation in the educational process has identified several models of application of integrative courses. Most researchers are inclined to have three main models of the CLIL implementation methodology itself.

Researcher on integrated learning, Professor K. Coyle identifies three CLIL models. Model C1: multilingual learning. In this case, when teaching different subjects, several foreign languages are used in different years of study. This model of education allows undergraduates to acquire professional knowledge in several languages after completing the entire course. In addition, this model is designed to attract the most focused and talented undergraduates from different countries. Model C2: auxiliary/additional integrated subject and language learning. This model of teaching involves the parallel teaching of subjects. The emphasis is on

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[154] Берегова О. А., Скляренко А. Б. (2018). Міжнародний досвід імплементації методології CLIL. *Матеріали IV Міжнародної науково-практичної конференції «Неперервна освіта нового сторіччя: досягнення та перспективи» (14–21 травня 2018 року, м. Запоріжжя).* Випуск № 2(31). URL: https://www.zoippo.zp.ua/pages/el_gurnal/pages/vip31.html.

the development of knowledge and skills for the use of language in order to ensure the mental processes of the highest order. Language teaching is related to special areas, so academic staff members who are specializing in foreign language, who are part of the structural units for teaching specialties, provide external support during the training of specialists. In the process of content and language integrated learning, undergraduates acquire the ability to use a foreign language to work in their specialty. Model C3: subject courses with the inclusion of language support. Specialty training programs are developed in terms of not only the development of professional but also language skills. With this model, teaching is conducted by both academic staff members with a concentration on subject and specialists in the field of language teaching. Even with poor language skills, an undergraduate can receive support throughout the learning process, making it possible to master both the subject and the language in which the subject is taught. Undergraduates with different language levels can study according to this model[155].

Model C1 is implemented only in higher education institutions of a certain specialization (for example, business and management), and models C2 and C3 are the most common. The CLIL method originated in the study of the humanities but is becoming increasingly common in the study of subjects that are abbreviated MINT (mathematics, computer science, science, engineering). These models have also found practical application in higher education institutions abroad, in particular, in the European Union. In Ukraine, the proposed models are used in part, mainly in the secondary education sector, where they are more flexible in the integration of subjects. In higher education institutions CLIL methodology is implemented as an experimental and is not widely used today.

Echoes with the above structure views on CLIL methods of scientists S. John-Georgia and P. Paul, who argue that among the features of the CLIL method can be divided into three mains. 1. The study of a foreign

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[155] Coyle D. (2007). Content and Language Integrated Learning: towards a connected research agenda for CLIL pedagogies. *International Journal of Bilingual Education and Bilingualism*. Vol. 10. № 5. P. 543–562.

language integrated into the content of the subject itself, such as science, history, geography. Undergraduates learn a foreign language with the help of the facilitated content of the subject. 2. CLIL has its origins in various socio-linguistic and political contexts and applies to any language, age, and level of education: from pre-school, primary to higher, vocational training. In this sense, CLIL is in line with all European educational programs for all citizens, where multilingualism and multiculturalism are considered to promote integration, understanding, and mobility among Europeans. 3. CLIL is an approach that involves the development of social, cultural, cognitive, linguistic, academic, and other learning skills, which in turn contribute to the achievement in the field of learning, both the subject and language[156].

It is necessary to pay attention to four factors of the CLIL methodology, which have some similarities with other previous approaches to learning a foreign language. The first feature is the naturalistic and implicit style of CLIL teaching methods. According to Jarvinen, the CLIL's naturalistic and implicit learning style should be understood as an increase in communication opportunities due to a greater focus on the input that the undergraduate receives from the external environment. A large amount of information provides better learning outcomes. The second feature of CLIL is the style of cooperative learning. During the joint study, undergraduates are usually divided into small groups to complete tasks through teamwork. The cooperative learning style is effective because it allows you to get rid of anxiety in the learning process, stimulate undergraduate`s motivation, and promote interaction between them. Undergraduate`s autonomy, created as part of a cooperative teaching method, and interaction with a team member helps to improve their communication skills while learning a language. The third feature of CLIL is authenticity, which allows undergraduates to develop the ability to solve communication problems in real life. During authentically oriented learning, materials are selected based on the real language environment. The fourth feature of CLIL is flexibility. The CLIL methodology can be used for

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[156] Ioannou-Georgiou S., Pavlou P. Assessing Young Learners. Oxford University Press. P. 18.

implementation in different curricula with different content of subject research[157].

D. Graddol believes that the use of CLIL will allow undergraduates, in the first place, to significantly increase the level of foreign language proficiency. It also considers the use of a foreign language in the learning process, in particular English, as a basic skill that allows undergraduates to develop communication skills. Such an understanding of CLIL is important in the context of changes in education and society as a whole, due to the rapid development of Internet technologies and the process of globalization[158].

The basic principles of CLIL are easy to understand and easy to implement in the learning process. It is always interesting for both participants in the learning process in higher education: academic staff members and undergraduates: CLIL is primarily learning general knowledge, not multilingualism, so the latter is only an additional function of learning takes place, based on the basic 4 "C". All these components are in constant connection with each other: it requires building a safe psychological climate in the classroom; implies the use of only one (foreign) language, the same academic staff member and audience; for a better understanding of the material, the academic staff member can connect facial expressions, gestures, pictures, presentation sound, etc. In addition, CLIL allows undergraduates to communicate more effectively with each other using a foreign language; expands intercultural knowledge; develops communication skills in a foreign language in real conditions; develops thinking and opens creative potential; increases undergraduates' motivation and self-confidence; trains all language skills and develops speech skills; arouses interest in the use of a foreign language in professional fields; does not require additional hours of study. As a result, a foreign language acts as an effective way to establish interdisciplinary links within the curriculum,

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[157] Крашенникова А. Е.   К вопросу   об   использовании   предметно-языкового интегрированного   обучения   CLIL.   URL: http://www.rusnauka.com/3_ANR_2013/ Pedagogica/5_126661.do.htm.
[158] Graddol D.   (2006).   English   Next,   British   Council   Publications.   URL: http://www.britishcouncil.org/learning-research-englishnext.htm.

as well as a language of intercultural communication, because the study of a foreign language takes place in a foreign professional context[159].

In Using the CLIL methodology reveals an integrative resource of a foreign language and has a positive impact on undergraduate`s motivation, values of the chosen profession, readiness for intercultural communication, provide immersion in the language environment. Motivation to learn a foreign language increases when speech activity is aimed at solving real problems. If an undergraduate is interested in studying certain information, he or she will have an additional incentive to learn the material, to be an active participant in the discussion, to express his opinion. Integrative learning is an effective model of activating intellectual activity and developing learning techniques, which opens the possibility of combining multidisciplinary socio-humanitarian knowledge[160].

Thus, in general, within the CLIL methodology, the undergraduate passes through a fairly large amount of language material, which is a full immersion in the natural language environment. It should also be noted that working on various topics allows you to learn specific terms, defined language structures, which helps to replenish the vocabulary of subject terminology and prepares the undergraduate for further study and application of knowledge and skills. This technique contributes to the formation of a comprehensively developed personality by simultaneously mastering knowledge of a foreign language, knowledge of a particular discipline, develops communication skills in the process of communication and learning.

It should be noted that the implementation of content and language learning models in higher education institutions in Ukraine faces certain difficulties: academic staff members who are specializing in a foreign language need meaningful support for the content of humanities and, conversely, academic staff members who are focused

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[159] Волкова Г. К. (2018). CLIL-технології у навчанні іноземної мови як засіб формування професійних компетенцій фармацевтів. *Новини науки XXI століття, XXIV Міжнародна науково-практична інтернет-конференція. м. Вінниця, 23 листопада 2018 р.* Вінниця. Ч. 5. С. 25–30.
[160] Нечипоренко М. А. (2017). Інтегративний ресурс іноземної мови в контексті проблеми професійно-особистісного саморозвитку майбутнього учителя. *Science and Education a New Dimension. Pedagogy and Psychology*, V (57), Issue: 129. P. 27.

on subject of the social sciences do not always have a sufficient level of foreign language proficiency, there is a difficulty in the distribution of hours due to the need to combine the teaching of disciplines at a certain stage of the educational process. Also, the proposed models of CLIL-methodology of the most optimal for higher education institutions of Ukraine at the present stage will be the first model, which involves the study of linguistic features of a special subject context. However, this approach somewhat facilitates the study of the subject of the socio-humanitarian cycle, but, at the same time, deepens the level of mastery of a foreign language.

The interdisciplinary approach becomes the foundation for the development of intercultural communication and can be a factor in influencing society in terms of forming a tolerant attitude towards other cultures, creating intercultural discourse, understanding the separateness of one's own culture and mentality. It should be noted that establishing a high level of intercultural communication will help to overcome ethnic stereotypes and make it impossible or have a preventive role in preventing ethnic conflicts. Of course, knowledge of a foreign language plays a significant role in creating intercultural communication.

Given the above, an important component of multilingual education is also the formation of intercultural competence. It is not enough to master verbal communication, it is necessary to be aware of the peculiarities of different cultures, cultural interaction between their representatives, which provides an opportunity to realize their belonging to a particular ethnic group, effectively act as a mediator between their own and other cultures, perceive intercultural interaction as a necessary condition of self-realization[161].

Involvement in the educational process of content and language integrated learning acquires special significance. The CLIL methodology, based on an integrated interdisciplinary approach, promotes the acquisition of intercultural knowledge, the development of creative thinking of undergraduates, the formation of both professional

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[161] Питій Т., Берегова О. Моделювання освітнього середовища нової якості на засадах багатомовної освіти: запорізький експеримент. URL: http://www.baltijapublishing.lv/ download/pedpsy-science/40.pdf.

and general language competencies. The use of CLIL in a non-language institution of higher education contributes to the formation of a competent, competitive, highly qualified specialist capable of effective communication in a professional environment[162].

At one time, the understanding that culture is interconnected with various forms of behavior of individuals and groups, with values and their hierarchical configurations in the social consciousness of social actors, necessitated the sociological support of social mechanisms that control human behavior primarily through identification and self-identification and certain communities and their inherent regulatory systems. Today we observe such a significant deepening into the socio-psychological layers and planes of mental and cultural conditions of the behavior of groups and individuals in parallel with the transformation of the social structure of society, that it seems appropriate interdisciplinary methodological support to study the conflict potential of cultural differences[163].

Only people who are aware of the consequences of neglecting the multicultural nature of the modern world can find a way of understanding. Thus, it is quite possible to solve problems both at the level of education and upbringing and at the political level. The modern European strategy for the development of interculturalism in no way insists on leveling cultural differences in the common life of different ethnic groups. Interculturalism substantiates approaches to the development of interaction (Inter = within and between) cultural groups and communities based on purposeful assistance at every opportunity to unite people of different cultural traditions, meaningful interactions and search for forms and means of openness, interpenetration, and friendship of cultures[164].

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[162] Євтушенко Н. (2019). Особливості використання методики предметно-мовного інтегрованого навчання (CLIL) при підготовці студентів-філологів педагогічних вузів. *Актуальні питання гуманітарних наук.* Вип. 26. Том 1. С. 81.

[163] Глєбова Н. І. (2015). Міждисциплінарний дискурс дослідження потенціалу сучасних культурних практик. *Versus*, № 2(6). С. 27.

[164] Афанасьєва Л., Олексенко Р. (2018). Активні інтеркультурні практики як індикатор взаємодії культурних груп і спільнот поліетнічного міста. *Вісник Львівського університету. Серія : Філософсько-політологічні студії.* Випуск 18. С. 45.

This approach promotes intercultural communication and provides opportunities for a comprehensive examination of the specifics of the coexistence of cultures and finding differences in the forms of communication between cultures, especially in multinational communities. The integration and intercultural approach identify ways to implement the principle of multiculturalism, which shapes the strategies and practices of intercultural content and communications of modern Ukrainian society. Of course, it is diversity, as the main characteristic of a multicultural society, that becomes the main subject of integrative consideration and study. At the same time, this approach creates additional learning challenges for both academic staff members and undergraduates given the wide range of content. In our opinion, the implementation of integrated learning will allow reaching the level of critical and problematic approach to understanding intercultural interaction and the acquisition of knowledge and competencies of undergraduates for quality communication in the foreign ethnic and foreign language environment. This creates a basis for the simultaneous process of joining the community, interpenetration, and preservation of their ethnic identity, separateness, i.e. being in a position "between cultures". Knowledge of "non-ethnic" content combined with mastering a foreign language becomes a solid foundation for understanding and delving into these processes, moreover, can lead to changes in the axiological guidelines of both the individual and the social group and possibly society as a whole.

Involving interdisciplinary links and studying a range of humanities in a foreign language will best implement the idea of intercultural communication. The cultural component in the context of content and language integration means awareness and emphasis on oneself and "others", and mastering the knowledge of intercultural discourse will promote cultural adaptation and intercultural communication. The social needs of the modern scientific and pedagogical worker in the duality "academic staff member-undergraduate" become relevant and create a process of finding ways to achieve productivity in the organization of remote teaching. In this regard, it would be appropriate to use the developments of narratives of public sociology, as well as the involvement of humanitarian content as a basis for undergraduates'

research work and highlighting thematic areas of foreign language learning based on simultaneous learning of history, sociology, philosophy, and others. It will be appropriate to use authentic materials, i.e. developed by native speakers. In general, the humanitarian component becomes a wide field of integrative study of a foreign language using the CLIL methodology and, at the same time, serves as a guarantee of the formation of a quality level of intercultural communication.

2. Advantages of using the methodology (CLIL) and features of use in teaching

The methodology of content and language integrated learning and the development of certain methods and techniques for the quality implementation of CLIL technology also need attention and development.

The CLIL methodology also requires a new approach to the organization and conduct of classes. Academic staff members should actively use various forms of presentation of educational material, the organization of the educational process, which is focused on individual and creative activities of undergraduates. The process of studying the main profile disciplines will arouse the greater interest of undergraduates and will be much more effective if it is carried out in the context of the activity and communicative approach inherent in foreign language classes.Technology is an innovative approach to teaching foreign languages in higher education, which allows solving not only the problem of professional mobility of future professionals but also significantly increase undergraduates' motivation to learn a foreign language, to form skills to consciously and freely use a foreign language in professional communication; expand undergraduates' horizons, knowledge, and acceptance of other cultures and values; to form and improve linguistic and communicative competencies through the study of a foreign language, to overcome the language barrier for both undergraduates and academic staff members[165].

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[165] Денисенко I. I., Тарасюк А. М. (2019). Іноземна мова як інструмент формування професійної мобільності студентів в умовах євроінтеграції. *Науковий часопис НПУ імені М. П. Драгоманова. Серія 5. Педагогічні науки: реалії та перспективи.* Вип. 70. С. 84.

To create a CLIL lesson, there are certain requirements for the selection of educational material and forms of work: the complexity of the material is slightly below the current level of knowledge in this subject in the native language; texts should be provided with a sufficient number of tasks for understanding and mastering the material; tasks for the text should be built with an emphasis on the subject content, to involve undergraduates in the process of understanding, checking, discussing the main idea of the text on the taxonomy of B. Bloom; tasks should show the features of linguistic forms, practice skills in their creation, use; use different types of verification and evaluation (including mutual control); tasks should stimulate the independent and creative activity of undergraduates, communicative tasks for oral and written communication in a foreign language[166].

In teaching socio-pedagogical disciplines, it is advisable to use "language shower", one of the CLIL methods, the essence of which is to memorize certain definitions. Exercises can take 2–5 minutes but should be regular. Working with different topics allows you to study specific terms, certain language structures, which helps to replenish the undergraduate`s vocabulary with subject terminology and prepares him for further study and application of acquired knowledge and skills. When planning sociolinguistic training in senior courses, it is assumed that undergraduates have the basic concepts of social pedagogy and social work (such as social assistance, social support, social protection, social security, vulnerable groups, patronage, social support, etc.), familiar with translation definitions and therefore ready to work with professional literature and documentation in a foreign language. Learning a foreign language and a non-language subject is both an additional means to achieve educational goals and has positive aspects for both learning a foreign language and a non-language subject[167].

Knowledge of a foreign language is through subjects that are professionally necessary and interesting for undergraduates. The essence

[166] Marsh, D., Mehisto, P., Wolff, D., Jesús, M., Frigols, M. European Frame-work for CLIL Teacher Education. URL: http://encuentrojournal.org/textos/9.%20CLILFramework.pdf.
[167] Гладиш М. О. (2017). Викладання соціально-педагогічних дисциплін за методикою інтегративного навчання (CLIL). *Вісник Запорізького національного університету*, № 2(29). С. 48.

of the profession, which is systematically represented through a foreign language, encourages action, and becomes the main reference point in choosing the purpose of educational activities. Such integrated activities depend on how successful the cooperation of an academic staff member who focuses on a foreign language and an academic staff member who focuses on a subject will be to create a foreign language learning environment for the use of its properties in the process of teaching undergraduates the profession and foreign language. training of future specialists by means of CLIL becomes significant and should take place in such a context in modern higher education[168].

It should be noted that the use of a communicative approach in the classroom stimulates undergraduates to develop speech, and competency – to use professional terminology in their speech and the structure of the lesson (PPP, ESA, Patchwork) encourages undergraduates to rely on their life and professional experience using the method of specific situations for each structure (creating a problem situation based on real-life facts), illustrative learning situations; applied situations, in which a specific situation is described, it is proposed to find ways out of it and situations that teach to carry out analysis and evaluation.

Criteria for selecting such learning and speech situations should be: motivation and planned reflexivity of the undergraduate in a situation of "immersion"; receiving/transmitting the necessary subject information to the content of social and humanitarian disciplines; obligatory involvement of all communicators in the learning-speech situation, i.e. all participants of the situation-task must speak; clearly formulated instructions on the role of each communicator; taking into account the age characteristics of undergraduates.

In order for the implementation of all these elements to be rational, the academic staff member must make sure that there are ways to support undergraduates in the classroom: at the word level (word banks, glossaries, target language, dictionaries, visuals, realities, labels, most

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[168] Александров В. М., Александрова О. Ф. (2019). Інтегроване навчання предмета й іноземної мови у вищій школі. Integrated learning of subject and foreign language at high school. *Інноваційна педагогіка.* Випуск 13. Т. 2. С. 58.

used words); at the sentence level (beginning of the sentence, beginning of the question, base tables, sentences with missing words); at the text level (diagrams, videos, text content prediction, sample texts, language constructions)[169].

Designing tasks for the disciplines of the humanities can consist of the following training exercises: sociology – compiling questionnaires, questionnaires in two (or more) languages, modeling focus groups in a foreign language, planning, and development of events, development of promotional information; history – a creation of historical business cards of the country, drawing up of maps-characteristics of the mentality of a certain ethnic group, the formation of tourist local lore routes, programming of electronic simulators on thematic directions, chronological, terminological. It is necessary to emphasize the wide opportunities of undergraduates to perform tasks using information technology: videos, presentations, work with electronic media sources, making various cards, diagrams, and so on. in electronic form.

An important component of integration training is also the professional orientation and study of a foreign language in the specialty.

The peculiarity of the foreign language component of the undergraduate training program in terms of integration into professional activities is the introduction of special vocabulary, consideration of the features of reading and writing scientific texts, solving educational problems, discussing professional issues. Integrative learning is conducted in the context of active professional communication on topics devoted to undergraduate's research. The integration of the foreign language component into the professional activity of the undergraduate contributes to the activation of latent lexical knowledge and motivation for further improvement. But most often the vocabulary obtained in foreign language courses is unclaimed by undergraduates in their professional activities due to the maladaptation and incoherence of the courses with professional competence. To solve this problem, it is necessary to integrate scientific knowledge in the professional field from

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[169] Крашенникова А. Е. К вопросу об использовании предметно-языкового интегрированного обучения CLIL. URL: http://www.rusnauka.com/3_ANR_2013/Pedagogica/5_126661.do.htm.

a foreign language component of the course by introducing into the learning process foreign language vocabulary and professionally relevant information in direct connection with public knowledge in professional activities[170].

It is necessary to involve the use of integrated learning and coordination between classes in disciplines of specialization and practical classes on methods of teaching a foreign language, where the acquired pedagogical and special knowledge must be adapted within the specified limits of specific foreign language communicative competence. It should be important for higher education to take into account the content components of pedagogical and psychological nature, which are necessary for the integration of subject and language learning in the methodological, pedagogical, and psychological sciences, taking into account the conditions and requirements of the remote teaching.

The advantages of the CLIL method include the fact that the focus is on the long-term prospect of working with a foreign language, as a result – a high level of mastery of a foreign language increases the interest in learning it. In recent years, it has been clearly stated that bilingual subject teaching is based on the principles of didactics of teaching these subjects. Mastering the content of these subjects is no less important than mastering a foreign language. Empirical studies show that – humanitarian cycle.

CONCLUSIONS

Therefore, in the field of higher education, interdisciplinary links play an important role in the integration process. One of the forms of their implementation is the methodology of content and language integrated learning – pedagogical technology CLIL, which has proven itself as a basis for quality implementation of the purpose of interdisciplinary learning in foreign languages and subjects of the humanities. A promising direction for the development of this issue is the development of methods and techniques for implementing the CLIL methodology.

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[170] Ніканорова Л. І. (2019). Застосування інтегрованого підходу до навчання іноземній мові. Методичні проблеми. *13th International youth conference. "Perspectives of science and education",* 22 November 2019. New York. С. 303–312.

In our opinion, it is necessary to pay considerable attention to exercises on ranking information, to develop a strategy of vocabulary acquisition through the construction of meaningful skeletons of the topic with the obligatory task of choosing the situation of knowledge acquisition, to use role-playing games and mini-trainings, and for undergraduates, to use electronic didactic materials such as cards with missing words, with the need to fill in the missing elements in the scheme-bush, etc., as well as to encourage the compilation of intelligence maps.

Clearly, we note the need to use modern information technology and implement their application for both tasks and their implementation through the following tools: compiling software to protect a particular topic – an electronic exercise simulator, filling an electronic circuit with missing elements, and more. An integrative approach should be followed when creating such tasks and didactic electronic material.

In the process of implementing the semantic component of reproducing a certain topic in vocabulary, it is important to think about tasks in related humanities, introducing such information, not at the stage of homework (usually a undergraduate`s research work), but when considering a new topic. This will contribute to the actualization of knowledge and high motivation to learn a foreign language with a combination of the study of history, sociology, philosophy, and more. Thus, the implementation of modern pedagogical technology of segmentation of disciplines with their subsequent assemblhey into a mosaic with the use of a problem-based approach in the study of social sciences and humanities will also be achieved.

By the way, we note that among modern youth there is an obstacle during the study of problem-based learning to identify cause-and-effect relationships of socio-political, historical phenomena, there are also difficulties in solving problems using critical thinking skills or tasks in a limited time. Interestingly, the stated problem has several dimensions. On the one hand, undergraduates really lack knowledge of the socio-humanitarian cycle of disciplines and a relatively narrow outlook. On the other hand, there is the problem of implementing knowledge in a foreign language environment. There is also psychological tension during the performance of communicative tasks, and even under the conditions of

using certain role-playing games, when it is necessary to demonstrate both knowledge of certain vocabulary and skills of working in pairs, groups, and other.

It is especially difficult to implement such tasks while remote teaching. Some academic staff members and undergraduates are set up to perform electronic tasks and communication through various electronic systems and platforms, but just as correspondence, i.e. just send works. This type of activity significantly narrows the pedagogical influence and reduces the quality of knowledge acquisition. On the other hand, academic staff members make extensive use of online platforms for face-to-face classes (computer-assisted). It is during such classes that there are difficulties in performing role tasks, games, attempts to simulate dialogue and communication situations, to demonstrate the skills of immersion in the cultural layer of the "other" community, and so on. Thus, difficulties arise in the processes of generalization and evaluation, as well as reflection. The development of undergraduates' competencies is inhibited, according to the terminology of the conceptual apparatus in Bloom's taxonomy, at the levels of "knowledge", "understanding" and "use" and is not transformed into rising to the level of "analysis", "synthesis" and "evaluation".

Thus, undergraduates' cognitive processes do not develop intensively enough, which prevents the formation of long-term and quality knowledge. It is for the implementation of such exercises that integration, interdisciplinary knowledge, cognitive skills, and an appropriate system of implementation of the methods and techniques proposed by the academic staff member are needed. The academic staff member should carefully consider additional tasks: cards with explanations of tasks with the importance of updating certain actions during the exercise, successfully compose tasks both in terms of mastering the material for learning a foreign language and prescribe certain actions to perform exercises in the form of diagrams, logical chains, construction of dialogues-examples.

Psychological factors have a significant component, respectively, the academic staff member should work in this direction and further explain both the mechanism of tasks and the need to use this type of work and focus on further application of acquired knowledge in practice. The tasks

of CLIL methodology should contain basic exercises, terminology, and elements of information and communication technologies, it should be emphasized that the involvement of such a resource of pedagogical developments corresponds to the provision of quality of remote teaching.

In our opinion, it is the CLIL technique that has an undeniable advantage in the process of learning a foreign language in order to achieve a solution to this range of problems, helps to systematize the acquired knowledge, integrate into further professional activities, and be realized in intercultural contacts.

SUMMARY

In higher education, interdisciplinary links play an important role in integration processes. One of the forms of their implementation is the methodology of content and language integrated learning, which has recently found application in higher education institutions. The aim of the research was to clarify the place of Content and Language Integrated Learning as an interdisciplinary phenomenon in the higher education system. The structure of CLIL-methodology is considered, the advantages and disadvantages of application are analyzed, the necessity of creation of "pedagogical tandems" of the academic staff members who are focused on language, on the one hand, the academic staff members who are focused on subject, on the other is singled out. It is emphasized that the key characteristic of CLIL-learning is the cognitive component. The proposed intelligence also indicates a significant role in the application of this technique begins to play undergraduates who are involved in the processes of task formation, in particular through a variety of information technologies. This becomes especially relevant when using remote teaching, during which a significant part of the learning material undergraduates master themselves. At the same time, the best acquaintance of undergraduates with modern information technologies creates favorable conditions for high-quality performance of tasks by means of the CLIL technique. The peculiarities of the application of the CLIL-method in the study of humanities are also highlighted, and it is emphasized that it is during the acquisition of knowledge in this field that the application of this pedagogical technology began. The paper emphasizes that the combination of

learning a foreign language and the humanities becomes a guarantee of overcoming socio-psychological barriers in the process of education and training, as well as during the further socialization of the undergraduate and in intercultural contacts. Further development of the topic lies in the need to develop the theory of CLIL learning and requires additional research on the interaction of language and culture, as well as approaches to the use of information and communication technologies in the application of CLIL.

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TIME-MANAGEMENT
AS BASE COMPONENT IN E-LEARNING

Biriukova D. V.

INTRODUCTION

Time is the main value of the XXI century. Rationalization of the time spending is an excellent way of self-development and also the release of vital energy for new and interesting things. Time doesn't have an accurate definition, but you notice that the time can't be replaced, stopped, changed or even controlled, the time is available resource when it passes, doesn't return back again any more, it considered just as the valuable element. All this requires some effort, and most importantly, a change in attitudes, some self-discipline. This requires a person to make a decisive reassessment of values and start by mastering new techniques and methods of rational use of the time.

"Time management" does not mean to change, modify or develop the time, but it deals with the question how to invest it in such effective ways, that time spent uselessly or unproductively is reduced to minimum, while attempt to raise productively within the allocated period. This term was borrowed from the economy and in the most general terms means the rational use of the time for additional achievement of maximum labor productivity. This is the "technology of organizing the time and increasing the effectiveness of its use[171]".

Numerous trainings and master classes, popular science articles, lectures, seminars just prove the relevance of "time management" in all spheres of society, which is overloaded with information and unables to manage time planning. Etzel and Thomas (1996) claim as the 1980s approached, "time management" became a key concept. The point was not just keeping track of details and information any more, it was to

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[171] Соколов И. М., Железнякова Н. А., Гафанович Е. Я., Коньшина Л. Е., Конобеева Е. В. (2014). Организация занятий в группах студентов 4-го курса медицинского университета с использованием принципов тайм-менеджмента. *Альманах современной науки и образования*. № 12(90). С. 116–119.

manage time like everyone was increasingly busy, so managing time is essential factor needed to keep success[172].

Good time management requires an important shift in focus from activities to results: being busy isn't the same as being effective. In today's fast changing life and growing global competitiveness, there is an escalating and ever-growing interest in creativity, novelty and management of the time[173]. The problem of organizing and scheduling class time is far from new. As an independent direction of the organization's management, time management took shape by the end of the 60s of 20-th century.The fundamental studies by D. Allen, B. Tracy, J. Yager, F. Kay and others became essential in the development of time management. The purpose of our research is to reveal the concept of "time management" from the point of view of its applications in the educational process.

Effective time management is the main indicator of organizational capability of an academic staff member of the foreign language because the time is conceptualized as a commodity that requires to be efficiently managed. Time is important for incubation; individuals should be provided with adequate time if they are told to do creative tasks. An academic staff member who follows the time management principles can handle routine functions more effectively and efficiently, leaving more time for important educational concerns. Those academic staff members who manage their time efficiently are ones that are more creative.

1. Time-management as Pedagogical Technology

The main development and implementation of pedagogical technologies is associated with the emergence of a technological approach to the construction of education, first in American and then in European researches. Initially, pedagogical technology was understood as an attempt to technize the educational process. Further development of

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[172] Etzel, Barbara. & Thomas, Peter (1996). Personal Information Management Tools and Techniques for Achieving Personal Effectiveness. Great Britain : Biddles Ltd Guildford and King's Lynn, London.
[173] Baer, M., & Oldham, G. R. (2006). The curvilinear relation between experienced creative time pressure and creativity: moderating effects of openness to experience and support for creativity. *Journal of Applied Psychology*, 91(4), 963.

research in the field of pedagogical technology expanded its understanding, which was reflected in various definitions of this concept by well-known academic staff members and methodologists.

On the one hand, the pedagogical technology "time management" is a process where the interaction between an academic staff member and an undergraduate changes qualitatively and includes all the components of the pedagogical process: purpose, task, contents, principles, methods, forms, tools, results and their evaluation. All these components are determined on the basis of stating the goal and the correlated result. Like any other pedagogical technology "time management" involves the construction of a certain algorithm, the definition of a set of goals, the contents of an undergraduate's individual activity organization in accordance with the requirements of professional competence ensuring the expected outcomes realization. The orientation of undergraduates to the time as the most important value is very important (categories, concepts and patterns of the time management are applied on the basis of an axiological approach: goal-setting according to A. Lakein's method).

On the onter hand, "time management" can be considered as a sequence of special actions based on the use of educational techniques aimed at ensuring effective time use. In practice the "time management" technology is carried out through the technological (pedagogical) process, the functioning of all personal, instrumental and methodological pedagogical means. It is necessary to model the system of personal time management technologies (using a diary, an e-organizer, Internet technologies).

Thus, the pedagogical technology "time management" functions both as methods of activity, offering the most rational ways of teaching, and as principles and regulations used in teaching and as a real learning process.

Time management is a technology that allows the use of irreplaceable life time in accordance with personal and academic goals and values.

Time management as pedagogical technology refers to the technologies of developing education. The undergraduate is assigned the role of an independent subject interacting with the environment. This interaction includes all stages of activity, each of which makes its own specific contribution to personality development. At the same time, the

important one is the motivational stage, according to the method of organization of which subgroups of developmental education technologies are distinguished, is based on:

1) cognitive interest;
2) individual experience of personality;
3) creative needs;
4) needs for self-improvement.

The main principles of the "time management" technology are: orientation to the time as a value, independent work, individuality of the solution, the need to track one's own effectiveness, thinking aimed at efficiency, attainability and inexhaustibility of efficiency reserves. The pedagogical technology "time management" meets the main methodological requirements – the criteria of manufacturability (conceptuality, consistency, controllability, efficiency, reproducibility)[174].

"Time management" refers to the way that you organize and plan how long you spend on specific activities. It may seem counter-intuitive to dedicate precious time to learning about time management, instead of using it to get on with your work, but the benefits are enormous. They are:

1) greater productivity and efficiency;
2) better professional reputation;
3) less stress;
4) greater opportunities to achieve important life and career goals.

In return when you manage your time uneffectively some very undesirable consequences can be: missed deadlines; inefficient work flow; poor work quality; poor professional reputation and a stalled career; higher stress level.

How to provide an interesting lesson and implement everything conceived in the plan? One of the main obstacles to a highly effective lesson is a lack of time management skills. In teaching foreign languages the goal of time management is to achieve the highest performance per

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[174] Реунова М. А. (2013). Тайм-менеджмент как педагогическая технология URL: Письма в Эмиссия. Оффлайн: электронный научный журнал. № 1. URL: http://www.emissia.org/offline/2013/1947.htm.

unit of time, providing a sufficient level of health saving. The main parts of time management at English lesson are: time tracking, time optimization, task planning and motivation. Espesially, all these points are very important during providing lessons though different on-line conference systems (e.g. Zoom, Meet, etc.)

One of the basic rules of lesson time management is the following:

1. Plan each lesson in writing in detail. It is impossible to conduct highly effective lessons without preparation. Drawing up of a detailed plan will require a certain investment of the time, which will certainly pay off by increasing the effectiveness of the lesson and the level of an academic staff member satisfaction with his / her activity. The detailed plan means that you must define the purpose of the lesson, tasks, ways of their implementation and control forms of results in the algorithm of activities that will be implemented during the lesson.

2. Prioritize and arrange the order of tasks in the descending order of importance:

● after preparation of tasks' algorithm prioritize the tasks and choose those that are the most important to achieve the goals effectively;

● learn how to divide all tasks into four categories: important and urgent; important and non-urgent; unimportant and urgent; unimportant and non-urgent;

● start from the first category of tasks – important and urgent. In this case, if you do not have time to complete some tasks from the last lines of the plan, the main tasks will be completed. With this kind of planning, unimportant and non-urgent tasks have no chance of wasting undergraduates' time. The hardest part is to determine which are the most important and urgent, and not to miss lesson goals.

3. Plan the forms of classroom work at each stage of the lesson:

● form "work blocks" containing tasks of similar nature in accordance with the rules of time management;

● remember that any shift in attention from one type of work to another needs time.

The specific character of teaching activity lies in the fact that it is important to remember about the necessity to change the types of activity during the lesson (as it is said: "change of activity is rest").

It is necessary to focus not on "jumping" from one task to another one, but on one of the key principles of organizing highly effective activities, which is often mentioned, but rarely used: "to have a rest before get tired". This is extremely relevant and rather difficult.That means to build the motivation for the activity before it starts. Academic staff members have always had such techniques and methods, and their detailed discussion will allow them to form a basic attitude towards interest in the content. If the undergraduates have developed an inner interest to the topic, if they work enthusiastically, forgetting about everything around, then the change of activities ceases to be a necessity and becomes an obstacle to the deep mastering of the educational material.

Choosing types of educational activities, you need to use the most time-saving ones and at the same time effective in terms of achieving the lesson's goals.

It is important to combine traditional and innovative teaching technologies.

The academic staff member has to master not only new technologies, but – simultaneously with them – new professional roles that complement his / her role as the main mediator of knowledge. The innovative roles will push an academic staff member to expand the "delegation of authority" from the academic staff member to the undergraduates, which will make undergraduates move away from the ineffective passive perception of information to active knowledge acquisition.

4. Establish time limits. The schedule is set for each stage of the lesson and should not be vague, but it should take into account the possibility of a slight decrease or increase (if necessary) in the duration of each stage, when the main objectives of the lesson would be achieved. Furthermore the lesson plan must have some time in reserve in order to deal with unforeseen difficulties that may arise.

Without a clear timing, it is impossible to make a lesson interesting, varied, not tiring and at the same time achieve main educational results.

The regulations should not become a limitation of the cognitive activity of undergraduates. For example, if at a certain stage of work it was possible to organize cognitive activity using gaming technologies,

and the undergraduates got involved into the game and passionate about the process, then it is difficult to switch them to another type of work. Here, the academic staff member is the only timekeeper, who must think over the forms of transition from this type of work to the next.

5. Focus on achieving the main objectives of the lesson. The stage of assessing the lesson from the point of view of attainability of the key goals is very important and can take a significant amount of time, taking into account possible adjustments to the plan.

Thus, lesson time management covers not only lesson planning and implementation of the plan, but also the subsequent analysis of the results. The effectiveness of time management can be assessed taking into account all together points leasted above. Creating a well-managed learning environment could be an undeniably demanding task at distant learning.

2. Time-management in remote teaching

Many universities offer different e-learning technologies for distance studying, as well as a kind of support for their classic teaching because of quarantine. The remore teaching consists of ab academic staff member, an undergraduate and the course. Let's look at the issue of time management from the point of view of these three participants of the remote teaching system.

The term "time management" is widely used for many types of time managing activities. The widely-used context of this term is "Personal time management" referring to the set of habits, rules and recommendations on how to manage one's personal time effectively. Although the personal time management plays key role in the educational process efficiency, there are also some other meanings of this term, referring mostly to the course time management and possibilities of a remote teaching system.

Remote teaching puts a lot more responsibility on the academic staff members, giving them more workload as learning technologies change rapidly and academic staff members have to keep up with innovation, devoting a lot of time to preparing relevant materials to ensure the best learning outcomes. Consequently, teaching is becoming even more stressful, intense, less personal and the curriculum is becoming more

inflexible and focused on controlling academic staff members. Moreover academic staff members who teach foreign languages are seen to be distinctive from the ones of other disciplines in terms of the nature of the subject, the content of teaching, the teaching methodology, an academic staff member- an undergraduate relationships, and contrasts between native and non-native speakers. Many of the language tasks encouraged by contemporary language teaching methods and techniques are believed to foster creativity in undergraduates-specifically those involving undergraduate-centered, interaction-based, and open-ended elements, and are consequently aligned with claims of supporters of establishing creative thinking.

Time management behavior can be defined as a dynamic combination of time assessment, goal setting, planning, and monitoring. You may say, time management behavior is a predictor of perceived control of time, which at least partially mediates the relation between time management behavior and wellbeing as well as job satisfaction.

The academic staff member's role in remote teaching is very demanding to self-discipline and obeying the deadlines. Undergraduates of course don't have self-discipline, but they wouldn't forgive if the academic staff member misses some deadline or doesn't fulfill his / her promise. The fact making the academic staff member's situation more complicated is simultaneous leading of more than one course and often number of other activities. So the academic staff member has to watch a lot of deadlines, manage a lot of tasks and administrate a lot of undergraduates' activities. Some common personal time management recommendations can be given, e.g.:

● Set up the to-do list for each course and mark the deadlines clearly.

● Manage courses regularly during the week. The week is the most common time element in the course, so it is a natural way to remember all necessary activities.

● Have regular timetable. Some people are more active during the morning, some during the night, so set up your regular working hours and do not change them too often.

● While working on one task, don't interrupt the work. Other tasks will be done better after finishing the actual one. Moreover, the ability of concentration can be lost if switching between the tasks too often.

● Communicate efficiently with undergraduates. Give them clear and simple rules to minimize their questions. Answering same questions many times takes a lot of time. Work out the FAQ of the course to minimize undergraduates' questions in the next run of the course.

● Have a calm, pleasant and quiet environment for the work. Try not to be interrupted during the work. The work then will be more efficient.

All mentioned above are general recommendations. There are some other recommendations specific for remote teaching by the academic staff members:

● Course time point. Set up the time points for each course. Then merge these points into one list to see all deadlines clearly and to not forget any. Many software tools can be employed to manage the time points.

● Priority matrix. Let's imagine the table where columns belong to different courses and rows belong to priority levels. Then each cell describes an elementary task. Each task has its priority and course which belongs to. The nearer some deadline is, the higher priority the task has. Also the more important a task is the higher priority it has. There can be of course many more ways to manage all courses as best as possible. The goal is always the same – manage courses in the less possible stressing and time demanding way.

Also during remote teaching you deal with course time management, which influences both academic staff members and undergraduates. Each course consists of two periods: period of teaching and period of exams which follows immediately after the period of teaching. You should distinguish between pure remote teaching course without any face-to-face contact between an academic staff member and undergraduates, and blended learning (includes classic teaching and remote teaching support).

Remote teaching course should have clear time point with clearly defined activities such as studying the e-textbook, making exercises, studying from other sources, making the training tests, and other activities suitable for the specific course. That is obviously that each course should contain deadlines for each activity. Otherwise,

undergraduates will postpone all activities further and further, they will try to manage everything just during the night before the exam and it will dramatically influence the quality of their knowledge.

For the academic staff member preparing the course, it is important to consider each activity planned for the undergraduates from the point of view of the time consumption, importance and influence to knowledge, ability or skill.

So if you want to create some rules for our course, you should consider which application or learning management system you will use. And all recommendations could be divided into two groups:

- Learning management system ergonomics;
- Logging of all activities and their time consumption.

Chosen application is the passive part of whole process and can just help the active participants to fulfill their rules of efficiency. The learning management system ergonomics means that system is well-designed to provide comfort during.

Both the academic staff members' and undergraduates' work, all parts are well accessible, clearly divided and understandably arranged. The most used parts or applications should be accessible with the less possible steps; however the less used applications can be hidden.

The chosen system should help academic staff members and undergraduates to provide more efficient teaching and studying. So logging all activities and their time consumption and understandable presentation of these data and relation between them is one of key services provided by remote teaching system.

According to the ECTS rules, one credit should be gained after 25–30 hours of work (meaning attending the course, making home tasks, doing other activities, etc.) of an average undergraduate. Taking this into account, you can see that in remote teaching the most of the undergraduates devote significantly less time to the studies than they should. So the first natural advice for undergraduates is: find out the time demand of each course and include it to your timetable. Then you will have higher success at the exams.

Studying remotely, make your timetable according to your time possibilities and demand of the courses. Doing activities regularly during each week helps undergraduates to study continuously and more

efficiently. Than you will be able to spent sufficient amount of time and your knowledge will be better. You can see that more recommendations for academic staff members can be applied to undergraduates – all that flows from the common time management rules, so it is not worth to repeating them once more.

Time management is seen as a compass, which is mandatory for guiding to focus on what must be done according to the time given daily weekly or during the whole course.

3. Teaching Smarter to Enhance Productivity

The lesson is exactly the place where the individualities of the academic staff member and the undergraduate, their personal characteristics, desires and motivation collide. In addition, both of these sides meet within the framework of a particular educational institution, and therefore the content of course follows the curriculum of this institution. However, each academic staff memberhas the right to choose methods and forms of teaching based on the lesson goals.

Here it is necessary to mention a common mistake when the lesson plan is designed entirely from the point of view of the academic staff member's convenience, the convenience of explaining the material and does not take into account the peculiarities of the memory, attention, perception of undergraduates, their desires, motivation and their desire to manage their time.

Certainly all creative academic staff members usually ask themselves questions: "How to manage classroom time better or how to be sure that our undergraduates make the best use of the class time?" This question is very important during remote teaching or on-line lessons. Certainly a lot depends on academic staff member's classroom management skills:

● material you cover, the progress undergraduates have, the efficiency of the lesson, how interested the undergraduates are, etc. Very often you try to think for everyone and to predict all the issues. However, everything gets easier when you think of ways to make the undergraduates to take responsibility for their learning. The best way to do it is to develop habits.

One of those habits is to teach our undergraduates the importance of time management from the very first day. It can be done through several activities and methodologies.

There are two main ideas.

1. Time the activities! This can sound like a cliche, however, all the academic staff member development courses (e.g. CELTA, TEFL) teach us to keep the timing of the activities and tasks right. Academic staff members want to make sure they cover several skills during a session, to keep the flow of the lesson as varied as possible and to keep up to the plan. Undergraduates learn to work faster or slower and try to fit in the time frame. In both cases, you need to do our estimations clearly, not to overtime or give them less time than necessary. This, surely, comes with experience.

The accepted approach here, according to the CELTA course, is to:

● set the time limit for the undergraduates before they start an activity;

● make sure they know how much time they have (share a timer on the screen);

● remind them periodically how much time they have left.

This definitely shapes the undergraduates' sense of time. Meanwhile, using visual aids to do that gives them a better chance of developing self-management skills.

2. Hold competitions. That is an activity which undergraduates like most of all and it helps you to make their time management skills better. Create competitions (crosswords, puzzles, guessing games, etc.), time them for several minutes, see who first gets to the finish. To encourage all the undergraduates to take part I personally don't expect them to finish all the activity within the limited period of time. My instruction sounds like this: "You have 10 minutes to complete at least 12 sentences. Do as much as you manage to."

It sounds milder as in this case, you don't push the undergraduates to finish all the sentences, but to work within their capabilities. It also doesn't discourage the weak undergraduates who normally refuse working if they feel the challenge is too big.

There is an activity called "2 Minutes Talk" what is a great activity not only to polish time management skills but also to work on enhancing

speaking skills. Set the undergraduates in 3-s (you can dive them into different Zoom rooms and set the time), give them topics of discussion (football, free time, holidays, travelling, last Christmas, etc.), tell the undergraduates that they need to talk about each topic for 2 minutes. So, you have 3 roles in the group:

Undergraduate A – talks about one of the topics for 2 minutes (using target vocabulary if required).

Undergraduate B – takes the time and stops the speaker as soon as the time is up.

Undergraduate C – counts the sentences/key phrases the speaker used.

This task requires no preparation, the undergraduates need to be more focused, keeps everyone bust as all of them have a task and are responsible for it.

It has long been known that properly allocated time is a mechanism that improves memory, refreshes attention, and organizes thinking of undergraduates. It is no coincidence that various textbooks on public speaking recommend that every 15 minutes the audience should be distracted from the main topic and entertained with something. This is how much you are able to listen carefully and perceive information given.

In the modern society, the situation with attention is even more complicated. You are accustomed to five-minute news programs, thirty-second advertisements and changing TV channels. You are used to taking information almost instantly and not watching for a long time if you are not interested. The peculiarity of thinking of a modern undergraduate (who perceives time very dotted) is distinguished by a high speed of perception of images, avoiding of accentuation on details; it is characterized by visuality, emotionality, associativity. That is why it is desirable to change the content of the lesson at least once every 15 minutes.

There are examples of the methodological techniques that fit the concept of "time management". These techniques organize, redistribute the time in the lesson, change the places of the lesson stages, the pace of individual tasks. As a result, the lesson becomes more dynamic, an action and a plot appears in it, a script is born from a simple sequence of

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points in the plan. An undergraduate will be interested in obtaining the information that is very important while teaching online.

I. Dynamic start of the lesson: 5–10 minutes

Icebreaker is a short, 5–10 minute introductory exercise, which has one goal to lift the mood in the group. The task should preferably be on the topic of the lesson. For example, a game of "gallows", when undergraduates have to guess some of the studied words written on the blackboard or a scramble game, when you need to assemble a word from the scattered letters. It takes little time, undergraduates perceive it positively. You can also instruct undergraduates in advance to become authors of this part of the lesson. And then each lesson will have a new original beginning.

An icebreaker doesn't have to be in the form of a game. Another option is to ask them to come up with one word that describes this day or give three adjectives that describe one undergraduate and the other one should guess who this undergraduate is. For this online activity you can use board Miro.

II. Main part of the lesson: 50–60 minutes

It must be understood that if the main part lasts 60 minutes, then, taking into account the rule "attention is fresh 15 minutes only", it is necessary to provide for either 4 different tasks or 4 different forms of performing tasks or breaks in between. You offer the following solutions to keep undergraduates focused throughout the main phase of the lesson.

1. It is logical if in the beginning of the lesson there will be tasks performed at a slow pace, and in the second part of the lesson, when the attention begins to decrease, there will be the tasks for speed execution. Slow assignments require reading, thinking, and concentration, for example, the detailed work with the text, translation, learning new grammar. Speed assignments in the second part of the lesson should be limited in time. For example, read an unfamiliar text in 5 minutes and convey its content or divide the group into teams and give some kind of a task, where the one who completes faster wins. It is by varying the speed of the lesson that you can avoid boredom and weakening of attention. Thus, you plan not so much the time of the lesson as its pace.

2. In any assignment, an academic staff member should look for interaction between undergraduates. For example, you can compose

a dialogue based on the text you have read. You can divide the group into subgroups to complete a task. You can arrange a competition between subgroups. People of all ages love to play. The game will make a foreign language lesson more vivid and lively and the interest in the lesson sharply increases. Besides the use of games makes it possible to activate previously learned material in the speech of undergraduates, to develop speaking skills with the help of games, undergraduates can try on different roles, learn how to interact with game partners, to work in a team.

3. In any task, roles should be assigned. Assigning roles does not mean reading text by role or composing a dialogue. Any assignment where a undergraduate does something non-typical is already a role assignment. While reading the text, you can assign an interpreter who will translate by ear. A reviewer can be assigned to find errors in reading. You can assign someone responsible for searching for unknown words on the Internet.

4. You should look for ways that allow undergraduates to remember information more consciously. Namely, you should always strive to understand what they read. For example, after watching and discussing a video-podcast about a trip to Rio, give undergraduates some words as "churrasco", "mate", "Santa Teresa", "futevolei", explain that they can find these things in Rio de Janeiro and ask them to find out as much as possible they can about them and present this information.

This will already be a deviation from the usual rhythm of the lesson with great benefit for understanding the topic and enlarge their general knowledge.

5. Another way to involve undergraduates in a more conscious perception of the material is to activate memorization in the lesson. Everyone is used to the fact that in class they just listen, write down and learn by heart already at home.

But this is a waste of time, primarily the undergraduates' personal time, which they will spend on homework. It can be foreseen that at least some of the information was memorized by undergraduates at the lesson. For example, you can arrange a competition between subgroups. An assignment of the type: "you have 5 minutes to memorize new words, and then you will have a task with them." The advantages of this form of

work are positive motivation. They don't risk getting a bad grade. The maximum trouble that awaits them is that their subgroup will lose. But the element of competition makes them learn words with much more enthusiasm than when preparing for a lesson.

One more way to help undergraduates learn as much as possible directly during the lesson is multiple repetitions of the same lexical units in different forms of work – in texts, dialogues, exercises. And another way is to ask undergraduates to come up with mnemonics for memorizing new words. That is, find phonetic and semantic associations in the mother tongue.

6. By changing the sequence of the stages of the lesson, it is easy to increase the motivation and attention of undergraduates. You can first explain the complex material and at the end of the lesson set aside another 10–15 minutes for self-note taking, so that everyone who misunderstood something could slowly figure it out or ask questions. The task is the same, the effect is the opposite. Surprisingly, such a boring and elementary type of work as writing down rules fits very well in the final stage of the lesson, when undergraduates are already tired of listening and want to read the material on their own. So the sequence of tasks is also important.

7. Change activities and unusual forms of tasks. The main rule here is to repeat the same type of activity as rarely as possible. You can simply read and translate the text, you can find synonyms, antonyms in it, you can listen to how the voice of Google Translate reads it, you can find the etymology of some words. There are not so many classes in the semester, so you can think of several techniques to do the same thing in different ways. You can ask words individually, in teams, in pictures, in mind-maps. Preparing this stage of the lesson, you plan not the time, but the change of activities. You are planning how you will change the monotonous flow of the lesson. You plan not the time, but how to diversify this time.

8. "Breaks". These are small, 3–5 minute exercises to develop memory and attention. They can be done between different stages of the lesson, or they can be used to break up too long text. For example, "snowball game" or give the task to repeat and add something to the sentence on the topic of the lesson.

You can read two lists of words, ask to remember which word was not named in the second list.

You can read one list of words and ask to say which word was logically odd out.

III. Final part: 20–35 minutes

This is the most difficult part of the lesson for concentration.

1. You can show a video on the topic of the lesson or play a game using, for example, platform "Kahoot". This task is best given at the very end, as it is perceived by undergraduates as a kind of reward for work, a moment of relaxation and entertainment.

2. You can schedule a test at the end of the lesson. In contrast to watching a video, this ending of the lesson is perceived more as a punishment, but the goal will be achieved – undergraduates will be concentrated and efficient.

3. You can warn at the beginning of the lesson that at the end there will be a test on the material just passed. Undergraduates will listen very carefully and remember, because writing such a test is a rather difficult task. And again you see that the same kind of activity would occur slowly and monotonously at the beginning of the lesson, but quickly and dynamically at the end.

The main problem that interferes with the rational use of time at the lesson is the underestimation of the role of undergraduates in pedagogical process. In traditional planning, the academic staff memberacts as a subject managing time in the lesson, and the undergraduate acts as a subordinate or as an object. This does not take into account the peculiarities of perception, memory and attention of undergraduates. When a person becomes a subject, not an object of time, it flows for him / her in a different way. At the beginning of the class, when attention is still fresh, undergraduates can be in their usual role: the recipients or consumers of information who are "entertained" by the academic staff member. But in the second part, you must try to change their role to a more active one – the role of the participants who influence the course of the lesson, find out new information, make decisions on their own.

CONCLUSIONS

The main things in pedagogical time management are to achieve maximum comfort for perception and memorization of information, the competent use of knowledge about the physiology of memory and attention. The goal of time management in pedagogy is to help the academic staff member to work out a plan so that the pace and sequence of tasks, pauses, a variety of methodological techniques make the lesson exciting and interesting. Some examples of the methodological techniques that fit the concept of "time management" suitable for on-line lessons were given.

A specific disadvantage of remote teaching for academic staff members is the "round-the-clock workload" due to the need to create updated materials specifically for online classes, post them on resources, conduct consultations and video conferences, maintain contact with undergraduates, and monitor and test knowledge.

Some rules for academic staff members, undergraduates and also for remote teaching developers were suggested. However, these rules can help just partly. The most important thing for everybody is a self-discipline, motivation and willingness to make the best. The mentioned recommendations can just improve the educational process efficiency, which is already quite high. To the people without time-managemet, self-discipline, motivation and willingness, noone rules and recommendations can be useful.

SUMMARY

The article deals with the notion "time management". It is the process of organizing and planning how to divide your time between specific activities. Good time management enables you to teach smarter – not harder – so that you get more done in less time, even when the time is tight and pressures are high. Failing to manage your time damages your effectiveness causes stress for undergraduates.

The potential of remote teaching is unlimited. Obviously, remote teaching programs and courses exist and will remain in the future, but there are still many unresolved issues that need to be clarified and explored. Although remote teaching may be as effective as regular

classroom learning, but it cannot be argued that remote teaching can replace traditional learning.

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THE ADVANTAGES AND DISADVANTAGES
OF THE FOREIGN LANGUAGE REMOTE TEACHING
IN THE CONTEXT OF COGNITIVE PSYCHOLOGY

Kovalchuk O. S.

INTRODUCTION

The importance of remote teaching has risen unprecedentedly in a present-day situation of combating the COVID-19 all over the world. After the authorities of many counties have implemented nation-wide quarantine measures, people have to live in lockdown and come to terms with new reality that will never be the same. This caused changes in all life areas, i.e. political, economic, educational, social and business. In the sphere of education, remote teaching has become an inevitable alternative to face-to-face study process, moreover, at present it is considered to be an independent form of education. Some Ukrainian Universities have implemented a hybrid teaching strategy that includes asynchronous podcasts and synchronous online sessions. In comparison with face-to-face study process, remote teaching implies the mediated process of interaction between undergraduates and academic staff members, where the participants of educational process do not meet in the classroom, they are separated from each other.

What is more, there has been a sharp increase in the number of people studying foreign languages on-line. A great demand for leaning a foreign language leads to creation of various on-line courses on the e-service platforms (Moodle, google classroom, Microsoft Office 365 etc).

The role of academic staff members is rather challenging in the context of the foreign language remote teaching as it requires the ability to use the state-of-the-art informational technologies for creating their on-line courses, knowledge how to download the instructional materials on the e-service platforms, to make up tests in special format that allows the participants of educational process to get their mark after submitting the test results.

Leading experts in the field of remote teaching emphasize that of the three main forms of interaction in the educational process, namely: the interaction of the academic staff members and undergraduates, the interaction with other participants of the educational process and with the educational material, methodologically the most difficult task is the latter, i.e. is to stimulate the undergraduate's interaction with the course instruction materials[175].

The simple transformation of the texts of lectures, textbooks and manuals into electronic analogues preserves the status of the undergraduate as a passive recipient of information without allowing him/her to realize the significant psychological and pedagogical potential of distant learning[176].

According to Ukrainian researchers E. Nosenko and M. Salyuk, the materials of electronic textbooks, manuals, educational programs should provide formation and development of so-called person's "cognitive structures"[177].

A number of scientists L. Vygotskyy[178], P. Galperin, H. Kostyuk[179], S. Maksymenko[180], M. Holodna[181] state that only when in the process of cognition there are the conditions that create the formation of generalized schemes, which become the new structures of thinking, then the person's intellectual development takes place. Significant studies into metacognition (A. Brown[182], A. Karpov[183]) have proved the importance

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remote teaching for creating undergraduates' effective self-management cognitive activity.

1. Development of personality's cognitive structures
with the help of informational technologies

One of the crucial tasks in on-line courses creation is to organize the information in such a way that it helps develop cognitive structures of learners.

The Encyclopedia of the Sciences of Learning defines the ***cognitive structures*** as a psychological construct that accounts for a form of human knowledge. Cognitive structure provides meaning and organization to experiences and guides both the processing of new information and the retrieval of stored information[184].

Cognitive psychologists define the following types of ***cognitive structures***[185]:

Prototypes are the combinations of the most frequent and typical sensory-perceptual features stored in human memory and allow a person to relate a particular object to a definite category[186].

Anticipatory schemes are the spatial representations formed under the influence of past experiences responsible for perception, collection and organization of information that appears in the sensory registers[187].

Hierarchical perceptual schemes are multilevel cognitive structures that are organized on the principle of a hierarchical networks and include spatial images of objects that reflect meaningful connections between their elements[188].

Frames are the schematic representations of certain stereotypes situations consisting of a generalized "framework" that reproduces stable

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characteristics of this situation, and "nodes" that reflect it probabilistic characteristics and can be filled with new data[189].

Scenarios are cognitive structures that reveal the temporal sequence of events expected in a particular situation[190].

Cognitive maps are the cognitive schemes that explicit the transfer of the objects of knowledge in the environment[191].

Deep semantic and syntactic universals are basic linguistic ones structures that determine the nature of the use and understanding of language signs in real speech activity[192].

M. Kholodna classifies the cognitive structures into two categories: structures that are formed by horizontal principle (prototypes, frames, scenarios, anticipatory schemes, semantic universals) and cognitive structures as an integrated form of experience that have a vertical way of formation (classification schemes, ideographic descriptions). These cognitive structures are of great importance for understanding the ways of information processing[193].

The model of cognitive structures development consists of three components, i.e. declarative memory, procedural memory and working memory (executive)[194].

Declarative memory includes facts and events that can be consciously recalled. Declarative memory is also known as explicit memory, it is based on the concept that this type of memory consists of information that can be explicitly stored and retrieved. It is a profound system of notions, by which a person can operate regardless of the context and situation.

Procedural memory is a part of the long-term memory that is responsible for knowing how to do things, also known as motor skills.

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As the name implies, procedural memory stores information on how to perform certain procedures, such as walking, talking and riding a bike.

Working (executive) memory deals with the usage of information that is necessary for a definite situation.

In the context of the foreign language learning, this model can be described in the following way:

At *the declarative level of knowledge*, the undergraduates learn how to use Present Simple Tense, they get acquainted with the rules and schemes how this tense is formed. They memorize time indicators, as well as can explain the differences between Present Simple and Present Continuous. In other words, the participants of educational process have a profound knowledge of grammar and can use it correctly in different contexts. This level is a basis of rules and notions. The professionals have complex hierarchal system of rules and definitions.

At *the procedural level of knowledge*, the undergraduates can work with different types of information, skillfully switching from one format of the information representation to another. For example, using short schemes make up a sentence. At this stage, the learners know how to decode the information.

At *the executive level of knowledge*, the undergraduates can use Present Simple Tense in practice, fulfill different tasks, they are able to operate with collocations and use them in the context.

The ways in which the information is presented in the course have an impact on the cognitive structures development. The first researcher who proposed the classification of coding information was J. Bruner[195]. The scientist states that there are three modes of representation:

– enactive representation (action-based);
– iconic representation (image-based);
– symbolic representation (language-based).

There are the following factors, such as cognitive styles, age, gender aspects, that influence the cognitive structures development and the perception of information.

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According to M. Kholodna[196], cognitive styles are individual-specific ways of processing information that characterize the features of person's mind and intellectual behaviour. Gordon Allport, an American psychologist and trait theory developer, defines style as a way to realize a person's motives and goals, taking into account his/her individual characteristics, personality traits, selectivity of perception, and so on. The formation of style is the ability to self-realization, it is a high level of mental organization "Self". Later, a number of scientists specified the concept of "cognitive style" to the individual characteristics of human intellectual activity. In the 80s of the last century there was an expansion of the concept of cognitive style, there are such expressions as "thinking style", "learning style", "lifestyle", "metastyle". Metastyle includes "articulation – globality", "analytic – synthetic", "imagery – verbality", "integrity – detail".

H. Whitkin has made a significant contribution to the psychology of perception by describing the theory of psychological differentiation. The basis of this theory was the concept of the field, borrowed from the gestalt of psychology and human behavior. According to H. Whitkin, the field is a social and objective environment that affects individuals in various ways. The author divides people into two categories: field-dependent and field-independent. The category of field-dependent people are the individuals whose behavior is influenced by the field, such people can change their minds under the pressure of authority, hesitate in making decisions. Instead, field-independent individuals focus on their inner activity, such people have their own clear position, are able to make decisions independently, to rely on themselves. The theory of field-independence is consistent with J. Rotter's theory of the level of subjective control of personality[197, 198].

One of the determinants of this characteristic is age. For example, young children are characterized by field-dependent behavior, but with

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age the child's behavior acquires more field-independent features. This suggests that field-independent perception is a higher level of mental development than field-independent. M. Kholodna notes that the most important aspect of mental development is the degree of psychological differentiation of different forms of experience. The more differentiated system is complex in terms of elements and connections between them, the higher degree of variability it has. H. Whitkin emphasizes that the achievement of a higher level of psychological differentiation indicates the presence of articulated experience, which contains two characteristics: the ability to analyze experience and the ability to structure it. In particular, a person with articulated experience can easily distinguish details in a complex text, establish connections between events, trace the plot line, i.e. transform the field based on their rules, value system and internal attitudes.

Another important aspect of the information perception is highlighted in the experiment of John Ridley Stroop. The subjects were shown the words in two stages. At the first stage, words were shown – the names of colours, where the meaning of the word coincided with the colour. In the second stage, participants were represented with words where the name of the colour differed from the colour in which the word was written. For example, the word "blue" was represented by yellow, the word "red" – green. The experimenter then named the colour and asked the subjects to choose a card with that colour. The results of the study revealed the following: participants in the experiment made mistakes when choosing a word with the name of the colour instead of the colour itself, or lost more time to show the desired card in the second stage. This phenomenon has been called the Stroop effect. Reading for a person is an automated action, as a result, the perception of the text dominates over the perception of colour. This feature must be taken into account in on-line courses development.

2. Psychological personal characteristics development in the foreign language remote teaching

The personal characteristics, which are nurtured due to the remote teaching and distant learning, are increasingly being studied by psychologists to gain insight into changes in personality's development.

The Ukrainian psychologists came to conclusion that distant learning teaches the undergraduates to be autonomic, independent, open to new experience, tolerant to the situations of ambiguity and internal[199]. It is empirically proved that people who demonstrate the high level of tolerance to ambiguity have the lower level of trepidation in comparison with those who show the low level of tolerance to ambiguity, besides that, they also have the higher level of creativity.

The tolerance for ambiguity phenomenon was investigated by G. Norton[200]. The author defined it as the degree to which an individual is comfortable with uncertainty, unpredictability, conflicting directions, and multiple demands. Tolerance for ambiguity is manifest in a person's ability to operate effectively in an uncertain environment.

Distancing the undergraduates from academic staff members stimulates the participants of educational process independent work, self-organization, problem-solving ability, self-consciousness, time management.

Some findings obtained after spring pandemic period 2020 have shown that the undergraduates who studied on-line felt themselves more confident and demonstrated higher level of psychological well-being. This may be due to the removal of stressors within the school environment, such as pressure of academic work. The concept of psychological well-being is described in number of interdisciplinary research. The psychological well-being has a complex structure and connected with the following factors: physical and mental health, longevity, happiness, quality of life, positive emotions, social and economical development and social responsibility. Nowadays there are two widespread approaches to conceptualization well-being: hedonic and eudaimonic. The correlation between social responsibility as a value and the psychological well-being of Ukrainian youth is considered based on Carol Ryff's model of psychological well-being (WB) that includes six factors: autonomy, environmental mastery, personal growth, positive

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relations with others, purpose in life and self-acceptance. Sixty Ukrainian students (N = 60; 11 males; 49 females) of Ukrainian University took part in the research. The positive correlations of social responsibility with such factors of PW as personal growth, positive relations with others, purpose in life and general indicator are stated. The concept of values by Shalom Schwartz was chosen for researching the social responsibility as a value. It is defined that social responsibility mostly corresponds with such values as universalism that demonstrates the young people's understanding, appreciation and protection for the welfare of all people and for nature, tolerance that stands for acceptance and understanding of those who differ from oneself, benevolence that is explained as promoting the welfare of one's in-groups and care that means devotion to the needs of the in-group. Values general indicator has positive correlations with all scales of social responsibility, i.e. civil consciousness, law consciousness, awareness of the results of one's actions, moral consciousness, and altruism that proved social responsibility belonging to the basic values of personality.

CONCLUSIONS

In conclusion, the information technologies have more priorities over traditional forms of education as they give the opportunity to deal with different types of language activity, to combine them in various ways. As remote teaching is mediated with special e-service platforms at Universities, the academic staff members can observe and control all undergraduates' activity, their performance and time in tasks completing.

In the context of remote teaching, the academic staff members play the key role in creation of the on-line courses that contribute to undergraduates' cognitive structures development. Cognitive structure provides meaning and organization to experiences and guides both the processing of new information and the retrieval of stored information. The model of cognitive structures development that consists of three components, i.e. declarative memory, procedural memory and working memory (executive) showed the algorithms of effective information processing and its usage in practice.

It is proved that knowledge of cognitive psychology is of vital importance in organizing, designing, classifying the instruction materials

on-line. The development of learners' cognitive structures shows the effectiveness of academic materials included in the on-line courses.

Digital culture stimulates the participants of educational process to do several things simultaneously, in other words, they are adept at multitasking, they have to deal with amounts of information and filter it, less paying attention to particular bits of information.

At the same time, there are some deliberative questions connected with remote teaching. On the one hand, this is a problem of identity. The distance interaction between the academic staff members and undergraduates is based on the principles of trust and respect. However, it is impossible to check who exactly fulfills the test tasks in the asynchronous mode, especially in the situation of taking exams. On the other hand, the participants of the educational process who don't possess the appropriate technological devices might be left behind. It is marked that some undergraduates who live in remote villages have poor internet connection or even, worse, are out of it at all.

As for personal characteristics, remote teaching encourage undergraduates to be independent, resolute, open to new experience, tolerant to the situations of ambiguity and internality.

SUMMARY

In the process of education, the academic staff members should create the conditions that help the formation of generalized schemes, which become the new structures of thinking in the person's intellectual development.

The effective usage of Information technologies in the educational process requires from the authors of different on-line courses the knowledge of cognitive psychology basis, i.e. the principles of person's intellectual development, metacognition, cognitive structures formation, specifics of text, symbols and colour perception, psychological aspects of distance learning and remote teaching, the effective technologies of knowledge transfer and decoding. All in all, the materials of electronic textbooks, manuals, educational programs should provide formation and development of so-called person's "cognitive structures".

Remote teaching stimulates confidence in the participants of the educational process. The personal characteristics studied by

psychologists to gain insight into changes in personality's development. The Ukrainian psychologists came to conclusion that distant learning teaches the undergraduates to be autonomic, independent, open to new experience, tolerant to the situations of ambiguity and internal. Distancing the undergraduates from academic staff members stimulates the participants of educational process independent work, self-organization, problem-solving ability, self-consciousness, time management.

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