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## **DISTANCE LEARNING AS A CHALLENGE IN TERMS OF STRICT QUARANTINE MEASURES**

The 2020 academic year will definitely be included in history textbooks. The whole world, including the education system, found itself in an emergency of strict quarantine measures.

Mass distance learning in isolation has become a challenge for everyone: educators, students, authorities. Stressful situations are often the impetus for drastic change. Most of the pedagogical teams in a short time successfully mastered digital resources and remote platforms, which they had not used before.

Educational institutions around the world have switched to distance learning to create a safe environment for their students. A quarantined university does not indicate a lack of lectures and activities necessary for a full educational process.

Distance learning for students is not very different from the usual: teachers send assignments for processing, set a deadline, students send tasks with the help of messenger or e-mail to the teacher for checking. [1, c. 1]

In general, Ukrainian universities conduct training sessions and consultations on a schedule in the mode of videoconferencing using external platforms for videoconferencing, namely: Microsoft Teams, Zoom, Big Blue Button, Skype, Google Classroom, etc. For video conferencing, each teacher independently creates a virtual room (classroom) on the appropriate platform and invites students to participate in it. In addition, Ukrainian students use the opportunity of open quarantine available to educational platforms and services from around the world.

What to consider for the teacher when organizing the distance learning.

The teacher must optimize their own living space and differentiate working hours. Adherence to the schedule will allow you to focus on work and perform them more efficiently. Observance of asynchronous communication returns control over working hours. Planning work in advance is not the only point to consider about in valuing the time of others, but also creating a situation of confidence and success.

Given the peculiarities of distance learning, the workload of students, it is necessary to determine the optimal amount of activities. To do this, you need to systematize the material, divide it into micro-topics, determine the main and additional,

distribute the material between the online lesson and extracurricular activities, set reasonable, flexible intervals for tasks.

It is necessary to develop a single system of requirements for students, which will encourage them to organize self-study. This can be a memo, a roadmap, etc., which defines deadlines, reading texts, previous homework / individual assignments, brief instructions / recommendations, and so on. The document must be clear, concise, published in advance and freely available.

It is important to set a deadline. Agree on the rules of asynchronous communication with students. Determine when, where, how, in what form you want to send the work done. This will develop the organization, independence and responsibility of students. You can add a deadline to the memo / instruction / roadmap.

You should provide feedback. Allocate time in the work schedule for individual consultations / questions of students as needed. [2, c. 2]

When organizing distance learning and planning activities, it is necessary to take into account the technical capabilities of students. It is desirable that this be a single platform and predetermined means of communication and resources for learning.

Just as effective distance learning cannot be organized by asynchronous communication alone, so explaining learning material and consolidating knowledge with a closed-form test cannot be the only possible way.

It should be noted that it is the communicative-dialogue orientation of the course that determines its peculiarity. Real live communication between the student and the text, the student and the author, the student and the world, which is organized by a skilled mentor, allows you to implement a number of didactic and ideological tasks, forms a personality. Therefore, work with the text with the use of methodological technologies and electronic resources as stimuli for its reading, perception and awareness should take the first place. It should be noted that the acquisition of competencies occurs when communication is a need for knowledge, which the student realizes through active work. Therefore, it is necessary to create a discussion of what has been read, to apply active forms of work (activity), to plan work in pairs and groups, to use creative tasks. Keep in mind that 90 minutes of an online lesson is less productive than an offline one, so it's not advisable to plan many activities, especially if you plan to work in groups. The organization of discussion and group work in distance learning is also influenced by the number of students in the classroom: the more of them, the more difficult it is. [3, c. 2]

Electronic resources allow not only to organize work in distance learning, but also can be used to determine the level of knowledge of students. Experience shows that the use of tests as a final control during distance learning is not effective, at least

because not all students adhere to academic integrity. Students can use tests for self-control.

Due to the peculiarities of online communication, it is necessary to prescribe a step-by-step algorithm for the lesson and keep it in mind. The online lesson retains a three-part structure. And the beginning of the motivational part should be dedicated to establishing a sincere live communication between teacher and students. Start a conversation with students about something ordinary, familiar: mood, weather, something pleasant and homely. [4, c. 3]

It is clear that the advice mentioned above is indicative. During distance learning, the teacher will take into account the characteristics of the audience, the technical capabilities of participants in the educational process, the relevance of the proposed methods to the goal and personal style of teaching. The introduction of distance learning brought "tomorrow" closer and encouraged intensive self-education and enhanced mastery of tools that were postponed.

#### **ЛИТЕРАТУРА**

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