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## **THE ARRANGEMENT OF THE ONLINE ENVIRONMENT FOR DISTANCE LEARNING IN TERMS OF STRICT QUARANTINE MEASURES**

Digitalization of education is an integral part of the development of a society nowadays. The use of information communication technologies (ICT), the introduction of distance learning has become a challenge for both educational institutions and students.

Restrictive measures during the period of strict quarantine put the education system in a rapid transition from full-time studying to distance one. Circumstances motivated teachers of educational institutions to move to new activities with the use of ICT, which helped to ensure partnership of all participants of the educational process.

According to the current Regulation of the Ministry of Education and Science of Ukraine "On Distance Education" dated October 16 2020, the organization of distance learning can be implemented by providing education with distance learning as a separate form of education, using various forms of distance learning technologies (full-time, correspondence, network, external, family (home), pedagogical patronage) in terms of strict quarantine and other emergency circumstances). [5]

Electronic technologies (e-learning), including the Internet, distance learning (Distance Learning) and case technologies (case technology), make it possible to form and develop students' abilities for self-education, self-study, and self-esteem of personality. Structural, temporary, volumetric combination of full-time and distance training allows you to improve the quality of the educational process.

For the first time the integration of various forms of education was announced by K.J. Bonk (Curtis J. Bonk) and Ch. R. Graham (Charles R. Graham) in the book "Blended Learning" in 2006. [1] At present the application of different types of distant learning is explored by modern scholars, namely Shahabadi, Hung, Lu, Zare, Fryer and Bovee

who investigated the development of the theoretical and practical background of distance learning and classified its modes. [6], [3], [4], [7], [2]

Giving the peculiarities of distance learning, the workload of students, it is necessary to determine the optimal amount of activities. To do this, it is important 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.

Actually, 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. Besides, Ukrainian students take the opportunity of open quarantine available to educational platforms and services from around the world.

The teacher must optimize their own living space and differentiate working hours. Adherence to the schedule allows the tutor to focus on work and perform it 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.

Distance learning (or remote education) for students does not greatly differ from the usual one: teachers choose and send assignments for processing, set a deadline, students send tasks with the help of messenger or e-mail to the teacher for checking.

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 the work should be sent to the teacher. This will develop the organization, independence and responsibility of students. It is advisable to add a deadline to the memo / instruction / roadmap.

One more essential thing is to provide feedback. To complete this task, it is necessary to allocate time in the work schedule for individual consultations / questions of students if demanded. When organizing distance learning and planning activities, it is desirable to take into account the technical capabilities of students. It is advisable to create 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, provides with an opportunity 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. It is important to 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. 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. The beginning of the motivational part should be dedicated to establishing a sincere live communication between the teacher and his/her students. A conversation with students should start with ordinary, familiar things: mood, weather, something pleasant and homely. 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.

Distance learning also revealed that there is a group of students who find it difficult to study in such circumstances and they need support. Motivational moments need to be strengthened. Some students have difficulties with the ability to think critically, to work with any information and implement the skills of self-regulation.

Living in terms of strict quarantine circumstances we should take into consideration all difficulties we face nowadays. And the introduction of distance learning, which brought "tomorrow" closer and encouraged intensive self-education and enhanced mastery of tools that were postponed, is an effective tool that can help us to overcome the obstacles. New methods using ICT tools are an alternative to traditional foreign language teaching. This form of organization of lessons is the most accessible for work in the conditions of quarantine.

The use of Internet resources provides with great opportunities for distance learning and diversifies the forms of work in the classroom, attracts students to learn the language.

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