

TRAINING IN A COVID-19 PANDEMIC

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Карантинні заходи, спрямовані на запобігання поширенню COVID-19, змусили систему освіти до запровадження змішаної форми навчання, що поєднує очну і дистанційну форми навчання. У статті визначено сутність дистанційного навчання, його можливості, розглянуто застосування платформи MOODLE, основні параметри (характеристики) проектування курсу, використання Zoom-конференцій.

Ключові слова: *змішане навчання, дистанційне навчання, онлайн курс, MOODLE, Zoom.*

Quarantine measures aimed at preventing the spread of COVID-19 have forced the education system to introduce a blended form of learning that combines full-time and distance learning. In the article, the essence of distance learning, its capabilities were defined; the use of the MOODLE platform, the main parameters (characteristics) of course design, and the use of Zoom-conferences were considered.

Keywords: *blended learning, distance learning, online course, MOODLE, Zoom.*

In March 2020, due to the COVID-19 coronavirus pandemic, more than 1.5 billion young people in 165 countries were unable to attend classes due to school closures. This has forced educational institutions to look for new ways to provide educational services. The transition to blended learning, which combines full-time and distance learning, is one way to solve this problem.

Blended learning is an approach, pedagogical and technological model and methodology based on online technology and direct interaction between students and teachers in the classroom.

The world's leading universities show that quality education is possible with a significantly fewer number of classroom activities than in Ukrainian educational institutions. But this requires the competent use of online technologies with appropriate methodological approaches that provide an effective combination of direct and indirect forms of interaction between students and teachers in the form of blended learning.

According to the Concept for the Development of Distance Education in Ukraine and the Regulation on Distance Education of the Ministry of Education and Science of Ukraine, «distance learning» is an individualized process of transferring and acquisition knowledge, abilities, skills, and methods of human cognitive activity, which occurs through the indirect interaction of learning participants who are distant from each other in a specialized environment, created

based on modern psychological, pedagogical and information and communication technologies [3].

Distance learning is a set of the following activities:

- means of providing educational material to the student;
- means of monitoring student performance;
- means of student counselling by the program-teacher;
- means of interactive cooperation between teacher and student;
- the ability to quickly update the course with new information, correct errors.

• flexibility - the ability to present the course material, taking into account the training, abilities of students. This is achieved by creating alternative sites to obtain more detailed or additional information on unclear topics, as well as some questions - tips, etc .;

• relevance - the possibility of introducing the latest pedagogical, psychological, methodological works;

• convenience - the ability to study at a convenient time, in a certain place, getting an education without leaving the main job, no time limits for learning the material;

• modularity - the division of material into separate functionally complete topics, which are studied as they are mastered and correspond to the abilities of an individual student or a group as a whole;

• cost-effectiveness - the method of teaching is cheaper than traditional, due to the efficient use of educational facilities, easier adjustment of e-learning materials, and multi-access to them;

• the possibility of simultaneous use of a large amount of educational information by any number of students;

• interactivity - active communication between students of the group and the teacher, which significantly increases the motivation to learn, improves the acquisition of the material;

• great opportunities to control the quality of education, which include discussions, chats, the use of self-control, the absence of psychological barriers;

• lack of geographical boundaries for education. Different courses can be studied in different educational institutions around the world [2, 4].

During distance learning teachers have more possibilities to express themselves, to transfer their experience to an infinite number of students; students have more availability to education, more opportunities to improve skills, and acquire new contacts for cooperation in the future.

To implement distance learning, the teacher must use active learning methods and help students form their online learning styles, master the capabilities of the online learning platform and the necessary software, overcome the difficulties and barriers of e-communication. To effectively manage an online course, teachers need to use tools to encourage students to master the course, develop their discipline and skills to meet deadlines, conduct a timely assessment of student work and provide prompt feedback.

One of the best options in an online environment, course management system, and virtual learning environment is the MOODLE (Modular Object-Oriented Dynamic Learning Environment) platform, which provides teachers, students, and administrators with a wide range of tools for computer-based learning, including distance learning [5].

The most complete variants of pedagogical design in designing the online course are reflected by Barbara Means, Marianne Bakia, and Robert Murphy in their book [1]. The authors propose nine main parameters (characteristics) that must be taken into account when designing a course, with alternative options for implementing online learning:

- learning model (exclusively e-learning, blended learning with a different ratio of face-to-face and online formats, e-learning with the inclusion of webinars);
- pace of learning (acquisition at any convenient pace, the pace of acquisition set by the teacher, the set pace of acquisition with the possibility of passing part of the course at any pace);
- number of students (up to 35 people, from 36 to 99 people, from 100 to 999 people, more than 1000 people);
- pedagogical technology (explanatory course, practice-oriented course, research course, course for the organization of joint collective activities);
- the purpose of assessment in the course (determining the degree of readiness of the student for new material, the organization of adaptive learning, diagnosis of learning outcomes, the total system of assessments, detection of slow learners);
- the role of the teacher (active interaction with students online, insignificant online presence, absence of a teacher in the online environment);
- the role of the student (reads and listens; solves problems and answers questions, active experimentation through simulators and other tools, interaction with other students);
- interaction synchronization (asynchronous only, synchronous only, mixed interaction format)
- feedback (automated by the system, teacher's comments, other students' comments).

One of the services for video conferences, online meetings, and distance learning is Zoom [4]. Anyone who has created an account can organize a meeting. The program is perfect for individual and group classes, students can enter both from a computer and a tablet with a phone. Anyone with a link or conference ID can join a video conference. The event can be planned, as well as make a repeated link, that is, for a permanent lesson at a certain time; you can make the same link to enter.

The conveniences of the ZOOM platform for online training of students are:

- real-time discussion;
- use of an interactive board, there is an opportunity for presentation on the board;
- materials (co-browsing);
- there is a chat in which you can write messages, transfer files;

- monitoring class attendance;
- teacher monitoring (by a representative of the administration);
- lesson archiving (by recording the conference).

Conclusion. Learning in a pandemic has demonstrated the need for constant improvement of the professional competencies of a modern teacher in the field of digital learning, the need for mastering flexible skills, on-line technologies, communication technologies using electronic information, and the educational environment.

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