Chernets M.

PhD, associate professor of Foreign languages department

Kyiv National University of Technologies and Design

(Kyiv, Ukraine)

ONLINE TEACHING DURING THE COVID-19 PANDEMIC

Due to challenges imposed by the coronavirus educators and students across the world had to rapidly adjust to a different way of teaching and learning. The pandemic has pushed the language teaching industry across the world to find alternatives to in-person instruction. Thus, new reality forced in-classroom learning to go online. Consequently, online education has been used by teachers and students on an unprecedented scale.

Such shift affects the language teaching industry globally. A year ago a lot of teachers faced certain problems working within online environment, because they were not prepared to teach online as that required a great effort to deal with new software, ways of presenting information as well new teaching modes, approaches and methods. Of course face-to-face teaching had been the only alternative for years that is why even a bigger challenge for some teachers was to get an access to technology, as several people may be sharing a computer within one household. One more problem could be regular and reliable access to the Internet at needed speed. Not only teachers but some students without reliable internet access or technology struggle to participate in digital learning. Nevertheless, online education is a new reality that every educator had to accept and adjust to.

In its nature teaching online can be synchronous and asynchronous or a mixture of both.

Synchronous teaching is when the teacher is present at the same time as the learners. This way of teaching offers a similar environment to the face-to-face learning as there is a direct interaction between the teacher and students

through certain applications or software such as Skype, Google meet and Zoom and learners in can interact and ask questions in real time.

However, a course delivered entirely through synchronous teaching, tend to limit flexibility for learners. They all have to be present at the same time and work at a similar pace. In this case if a student is not available for a lesson, they miss it (although some teachers record their lessons for these students to view later).

Within asynchronous online teaching approach materials are posted online, and learners study them in their own pace. Communication with the teacher happens via various means such as discussion boards or forums, or email. It usually encompasses a variety of media, including audio and video clips. With an asynchronous mode of teaching, the learner works at times of day which are convenient for them and at their own pace. There are certain deadlines for work to be submitted for marking and for feedback, and there is a generally recommended schedule for learners to follow.

A 'blended' approach can help teachers to bring together the advantages of synchronous and asynchronous teaching into a single experience.

Quality online learning is highly advantageous as learning and teaching can occur at times that are more convenient and productive for both students and teachers and what is even more beneficial it can take place in any location like home, office, while commuting, coffee shop, it can include students and teachers from diverse geographical locations. Online education enables accessing and sharing information more easily. Online learning also tends to develop digital literacy skills that are highly required in contemporary society.

Thus, COVID-19 pandemic shaped new reality for education process. While the crisis unfolds, language teaching switches to online mode which is on the one hand quite challenging but beneficial on the other. Therefore, it is important for quality online education to focus on understanding effective pedagogical strategies for online teaching. And of course let's not forget that

students' motivation and willingness to study play a significant role in this process as well.