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THE MAIN PRINCIPLES OF ORGANISING FOREIGN LANGUAGES TEACHING PROCESS IN CONDITIONS OF DISTANCE LEARNING

Roienko L.V.

Kyiv National University of Technologies and Design

Lroyenko@gmail.com

Kyiv, Ukraine

Education is in process of constant development. Teachers cannot imagine the teaching process nowadays without using online resources. The criteria for choosing means of distance education organisation:

- Relevance to the set methodological goals, namely, to what extent the certain service or resource makes it possible to achieve the expected educational results in the distance format.
- All-purposeness of the given instruments to reduce the number of different platforms which are used for the process of studying.
- Understandability of the interface for teachers and students
- Accessibility of software means.
- Choosing resources which are suitable for different platforms (PC, tablets, mobile devices etc.)
- Information safety and minimization of the scope of personal data which is fixed on different platforms [1, c.19].

Communication space creation

Distance education stipulates several types of interaction with different purposes:

- Rapid informing
- Announcing the new material
- Clarifying questions
- Comments on the completed tasks etc.

It is important to create a flexible and multifaceted communication structure.

The main tasks which communication systems have to solve:

- Building the basic communication way between teachers and students, quick informing about dynamic changes, announcements from the educational establishment's administration.
- Creation of the space for distance learning.

The space for distance studying should perform the following functions:

- conducting online classes;
- providing access to various electronic educational materials;
- receiving students' completed assignments;
- evaluation and feedback concerning the completed tasks;
- possibility to ask questions and receive the answer out of the bounds of the online classroom [2].

The main forms of online communication: videoconference, forum, chat, blog, e-mail, [questionnaire](#). Social networks, services for instant messages exchanging and mobile tools such as Viber, Telegram allow creating closed groups, communities, chats, conduct discussions of topics, tasks, problems, information.

The most common web - resources for distance education are: <https://moodle.org/>, <https://classroom.google.com>, zoom.us/download, <https://www.classdojo.com/uk-ua/signup/>, <https://www.classtime.com/uk/>, LearningApps.org.

The most popular services for instant interrogation are <https://vseosvita.ua/>, <https://kahoot.com/>, <https://www.mentimeter.com/>, <https://www.polleverywhere.com/> etc.

One of the most accessible platforms for practical exercises creation is <https://learningapps.org/>, and for giving feedback there is a special service <https://goformative.com/>. Teachers can create different interactive exercises on the basis of flashcards using the sites <https://www.studystack.com/> ta <https://quizlet.com/>.

Distance training can be conducted in two modes: **synchronous** (all participants of the educational process work simultaneously in the web-environment) and asynchronous (educational process is conducted according to the schedule which is convenient for the teacher and students). The difference between **synchronous** and asynchronous modes is in instant messaging and immediate feedback. The **synchronous** mode allows working in the real-time environment. The positive aspect of the given mode is that participants can be involved in the studying process instantly and at certain time.

It is not useful to start distance learning with new topics. It is more effective to plan minimum quantity of explanation and more interactive activities. It is essential to work out the teacher's actions and types of activities, predict the time for solving practical tasks using different distance education instruments, take into account the results of work and feedback. It is not useful to spend time on some organisational moments, but it is useful to pay attention to the level of the already developed competences and the students' tempo. During the process of preparing for the class the teacher should combine digital tasks, work with textbook and workbook in the balanced way. Much attention should be paid to using practical assignments doing which doesn't require using electronic resources.

The rest of work is done in asynchronous mode. Having received the instructions, students do the tasks individually. The asynchronous mode allows placing educational materials in the Internet and students work in convenient time for them and communicating with the help of presentations, such as slide-show and video, discussion boards, forums and e-mails, groups in social networks or Viber, Telegram and so on. The advantages of the asynchronous mode include students' independence, flexibility, individual tempo. In the ideal situation it is essential to

use mixed approach, which can help the teacher to combine the benefits of studying online and offline. As a result, on the one hand, students stick to more or less usual schedule for them, and on the other hand, they are not overloaded with online presence. Additionally, it is worth suggesting meetings at certain time for those students who need consulting.

To summarise the abovementioned information we can say that nowadays teachers try to get acquainted with different online services and master digital skills in order to conduct their foreign language lessons in the most effective way, using the most appropriate forms and methods of online teaching.

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ВИКОРИСТАННЯ ОНЛАЙН-РЕСУРСІВ ДЛЯ РОЗВИТКУ ЛЕКСИЧНОЇ КОМПЕТЕНЦІЇ СТУДЕНТІВ-ЮРИСТІВ

Сергєєва Г.А.

Національний юридичний університет імені Ярослава Мудрого

g.a.sergeyeva@gmail.com

Харків, Україна

Інформаційно-комп'ютерні технології, які вже довгий час широко використовуються у закладах вищої освіти, останнім часом відіграють особливо важливу роль, зокрема й у викладанні іноземної мови. Дослідження доводять, що використання ІТ у навчальному процесі психологічно та педагогічно обґрунтоване, сприяє інтенсифікації всіх складових навчального процесу та підвищенню ефективності навчання, удосконаленню форм та методів організації самостійної роботи студентів, підвищенню мотивації та автономності студентів у вивченні навчальної дисципліни, індивідуалізації навчального процесу, покращенню його керованості та контролю за рівнем