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ОСОБЛИВОСТІ ОРГАНІЗАЦІЇ ДИСТАНЦІЙНОГО НАВЧАННЯ В УМОВАХ ПАНДЕМІЇ ОСОБЕННОСТИ ОРГАНИЗАЦИИ ДИСТАНЦИОННОГО ОБУЧЕНИЯ В УСЛОВИЯХ ПАНДЕМИИ

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FEATURES OF DISTANCE EDUCATION ORGANIZING IN A PANDEMIC

Annotation. The article highlights the advantages and disadvantages of distance learning, introduced during the pandemic. The results of a survey conducted to determine the attitudes of students and teachers to distance education to identify the shortcomings of this form of learning and the development and implementation of appropriate online resources based on methods and tools that can be used in online learning to improve student achievement (web -portfolio, virtual classroom, lecture recordings, flipped classroom, virtual travel and museum visits). The peculiarities of the influence of distance education on various aspects of the learning process (social, personal, pedagogical and psychological) are given. A comparative analysis of traditional distance learning with distance learning in a pandemic and based on it identified the most important Internet resources that have the greatest impact on the quality of education. Measures are proposed that help to increase mental activity, improve the level of perception of educational material by students, as well as help to positively perceive the situation in education due to the coronavirus epidemic (appropriate arrangement of work space, providing the necessary

equipment for such training, psychological, social, medical and material support for all participants in the learning process).

Keywords: education, online resources, COVID-19, epidemic, implementation, logistics.

Introduction. The coronavirus pandemic (WHO, 2020), which began in China, has changed all spheres of social life in the world. One of the important aspects of the social life of each country is education, which has undergone significant changes due to the introduction of quarantine measures and as a result the transition to distance learning. For higher education institutions (HEIs) in the world, 2020 began in the conditions that resulted from the outbreak of the coronavirus epidemic and global change through the introduction of restrictive quarantine measures. In a short period of time, universities had to make the transition from traditional to distance learning, which helped to identify problems in the field of education and find new forms and implement them to maintain a high level of professional knowledge. All higher education institutions were forced to develop special work programs taking into account the new teaching conditions and to conduct research on students' readiness to move to a new format of education, namely how well they are equipped with the necessary equipment for distance learning and whether teachers have experience with such forms. teaching programs and how competent they feel for online learning.

An analysis of recent research or publications in which the solution to this problem is initiated and on which the author relies. The issue of identifying the shortcomings of distance learning in the context of the coronavirus epidemic and its development is very relevant today and is covered in the research of many scientists. Researchers note that part-time learning in higher education has already been an integral part of the educational process, but the closure of schools and the emergency transition to distance learning have led to obvious problems, mainly due to insufficient technical equipment, lack or poor training as teachers. and students to work in new conditions (Cathy Li, Farah Lalani, 2020), (Hodges C. et al., 2020). Therefore, these problems challenge the education system in a critical situation.

Due to the impossibility of using in the pandemic the usual form of education, focused mainly on the teacher, higher education institutions were forced to introduce rules and instructions that would be focused on students and would help facilitate their perception of educational material.

All studies of the features of distance learning in quarantine and forced isolation are aimed at studying the views of students and teachers who are active participants in the learning process; identification of optimal conditions for its implementation and improvement; search for new forms of evaluation and transmission of information (Ilko Kucheriv, 2020). Thus, examining the experiments to identify the most common important characteristics of distance learning in a pandemic, conducted by leading experts in the field of education, we can identify the advantages and disadvantages of this form of learning. According to

surveys conducted by researchers in many countries around the world, the main advantages were accessibility, flexibility, popularity (Bond M. Et al., 2020), easy information exchange, interactive software infrastructure of the educational process, the ability to use virtual classrooms, and easy access to virtual resources (Al Lily Abdulrahman Essa et al., 2020). Distance learning does not require attendance at university, so students have the opportunity to attend online classes even if their health does not allow them to do so in person. Thanks to this form of education, students can receive educational material at a convenient time, as well as study in higher education institutions of any country in the world, regardless of place of residence, which greatly simplifies admission and obtaining the necessary knowledge. The use of new forms of transfer of educational material allows to obtain the desired amount of knowledge, which is not limited to the curriculum and helps to increase the level of professional training. Thanks to the latest technologies, the process of independent learning is simplified, which is an important component of the educational process.

The consequence of the current situation is the growing general interest of all segments of the population in distance learning, as evidenced by the increase in the number of queries on this topic in the search services of various Internet sources. This means that distance learning is becoming popular both among participants in the educational process of higher education institutions and among ordinary citizens and is gaining new meaning.

The aim of the article is to study the shortcomings of distance education during the coronavirus epidemic, to compare traditional distance learning with distance learning in a pandemic, to identify the main conditions for successful online learning.

Research methods. Comparative analysis was used to identify the difference between traditional distance learning and distance learning in quarantine. The logical method was used to identify the features of the organization of the educational process, which would help to improve the perception of educational material by students.

Research results and their discussion. Despite the significant advantages of distance learning, there are a number of disadvantages of this form of education. The first is the dependence of the acquisition of knowledge on the technical means of teaching, which are the only way to communicate with the teacher. Not all students have the opportunity to connect to the Internet or purchase special equipment needed to receive study materials online. Therefore, for the effective introduction of distance learning, it would be appropriate to introduce the free use of Internet service providers for all participants in the educational process, as well as to provide students and teachers with

the necessary equipment. The same applies to the quality of online resources used by teachers during classes (Babatunde Adedoyin et al., O., 2020). Without the ability to fully synchronize existing online courses with the work program due to the urgency of the transition from traditional forms of learning or partial distance learning to distance education as the only form of knowledge transfer and learning information, the quality of such resources did not always meet learning standards. Also, successful teaching requires high-quality online resources that will meet the requirements of the Ministry of Education and Science of Ukraine and create an effective learning process.

Second, there is a certain negative impact of the computer or any other device that the student uses in the learning process, in violation of the rules of working with them. These rules should be set out in the curricula of educational institutions, which teachers must follow when conducting online classes.

Speaking about the rules of use of technical equipment necessary for the organization of the educational process during distance learning, we must mention the creation of optimal conditions for successful perception of the material, comfortable working space and adherence to a special schedule that must be drawn up to maintain a balance between learning and leisure (Joshi. O, et al, 2020). It would be advisable to take periodic breaks between academic work and homework, which will help maintain the mental and physical condition of the student at the appropriate level. There must be incentives for a job well done in the learning process that will encourage students to become active participants in the acquisition of knowledge.

From the point of view of many scholars, another major shortcoming of distance learning in higher

education is the lack of socialization and inability to acquire social communication skills, which are one of the main factors of coexistence and successful interaction between people (Wang C. & Zha Q., 2018).

Such shortcomings are the consequences of the rapid pace of implementation of distance learning in a pandemic with insufficient readiness of methodological and technical support. The peculiarity of this introduction of distance learning is that such a transition was forced under total quarantine (Bozkurt A. & Sharma R.C., 2020). Prior to the coronavirus epidemic, distance learning was used as an ancillary resource to the traditional form of learning that helped integrate the latest technologies into the educational process. While distance education during the COVID-19 epidemic was the only protective tool of the educational process in all countries of the world. Although natural and man-made disasters have occurred in many countries, their effects have not been as large as those caused by coronavirus disease. Participants in the learning process had to look for new means of information transfer, organization of the learning process and assessment system, without having enough knowledge and skills. These changes were seen as short-term, allowing for all aspects of the learning process to emerge from the period of forced isolation.

The analysis of scientific works aimed at comparing the features of traditional distance learning with distance learning in a pandemic, allowed us to identify the main aspects that affect the quality of education and should be taken into account when developing new curricula and curricula (Al Lily Abdulrahman Essa, 2020 ; Hodges, C., et al., 2020; Bond, M., et al., 2018).). These aspects are shown in table 1.

Table 1.

Comparative analysis of the features of traditional distance learning and distance learning in a pandemic

Traditional distance learning	Distance learning in a pandemic
Voluntary	Coercion
May include online and offline classes	Only online classes can be used
Includes theoretical, practical courses and laboratory classes	It is not possible to conduct some types of practical and laboratory classes at the appropriate level
It is often inaccessible to students with special educational needs	Available to students with special educational needs with appropriate technical equipment
All participants in the learning process are psychologically prepared for this form of learning	Students and teachers have no prior training
Adapted to existing curricula	There is no complete correspondence between online resources and training programs

In order to assess the consequences of the introduction of distance learning in the rapid transition to a new form of knowledge and improve the material and technical base of higher education institutions, education professionals study the social, personal, pedagogical and psychological characteristics of distance learning.

When studying the **social aspects** of the impact of distance learning, there is a negative attitude of a number of students and teachers to the distance form of knowledge acquisition. Some participants in the

educational process believe that this form of learning makes it impossible to acquire vital social communication skills and can negatively affect the development of personality as a component of society (Kocharyan, 2014).

The **personal** component of a person's life has also undergone certain changes that have affected relationships with family members living in the same area, the level of tolerance for other people's characteristics has decreased. In addition, when conducting a personal opinion survey of students who

were forced to stay at home due to the introduction of distance learning, responses were recorded about the violation of personal space, which negatively affected the psychological state of the individual and reduced success (Ivanenko & Tishchenko, 2020).

The **pedagogical** component of the features of the impact of distance learning on the level of success and quality of education is formed on the basis of two opposing views. Proponents of the first opinion (Andreev, Bugaychuk, Kalinenko, Kolgatin, Kukhareno, Lyulkun, Lyakhotska, Sirotenko & Tverdokhlebova, 2013) believe that the introduction of distance learning reduces the level of education due to the imperfect system of learning in a pandemic. Insufficient level of material and technical base of all participants in the learning process does not allow to conduct classes at the level required for effective acquisition, mastery and repetition of educational material. Therefore, to create an effective learning process, it is necessary to include in the curriculum all types of classes, namely:

- combined classes;
- classes of presenting new material;
- classes to consolidate the studied material and develop practical skills and abilities;
- classes of independent work;
- classes-conference;
- classes-seminar;
- classes of repetition, generalization and systematization of the studied material.

Thus, the use of all types of classes in distance learning causes certain technical difficulties, which must be overcome by teachers in their preparation.

Representatives of another opinion (Ivanenko & Tishchenko, 2020; Bystrova, 2015) believe that modern educational WEB-technologies allow to increase the level of knowledge and expand the methodological components of distance learning in higher education institutions. The use of innovative teaching methods that combine new and effective ways of the educational process (acquisition, transfer and accumulation of knowledge), contribute to the intensification and modernization of education, which results in the synthesis of certain competencies of students. To help with this come a variety of Internet resources, such as Zoom, Google Class, Viber, flipped classroom, Web Portfolio.

An important aspect is that during the practical classes for fine differentiation and accurate identification of text material using Zoom software, which allows you to work in conference mode. In real time, thanks to the group chat function and individual messages, students receive commentary on the answer and analysis of errors. The ability to record a conference in Zoom helps students not only to record their own video dialogue, but also to view and analyze the answers of other students.

It should be noted that due to the spread of COVID-19 coronavirus in the world, virtual conference services are overloaded, as all can conduct distance learning. Therefore, teachers do not rely only on online streams and record podcasts - formats that allow you to

download educational media resources to your computer and monitor the emergence of new resources from the same series, videos, sending students to master the necessary materials using flipped classroom. The format of the class "flipped classroom" is to master the basic educational material during the independent study of the topic, and classroom time is allocated for tasks, exercises, practical research, individual consultations of the teacher. But in order to use this principle of transfer of educational material and development of skills, it is necessary to make significant changes in the curricula of universities.

Another online resource is the Web Portfolio, which helps to identify problematic aspects of each student's learning process and draw attention to topics that need to be re-examined or studied in more depth. A web portfolio is a resource that reflects the state of the owner's academic or professional achievements. Student's web portfolio is a website that displays learning outcomes - project assignments, laboratory work and collaborative activities. One of the most popular types of modern distance learning is mobile, which involves the use of portable technologies, which allows you to receive educational material regardless of place of residence. This type of distance learning is very relevant in a coronavirus pandemic, because it allows you to not stop learning even if the student or teacher is in places that do not provide stationary equipment needed to communicate with all participants in the learning process. Particular attention should be paid to the use of virtual classrooms, which are an alternative to traditional communication between teacher and students.

Thus, the task of modern distance learning is the development, modernization and unification of distance technologies for effective learning, resulting in the synthesis of competencies, provides a high level of mastery of the subject content. To form professional competencies, students need to develop skills to deal with modern IT technologies.

Lack of "live" communication in terms of distance education affects the **psychological** component of everyday human activities. Limitations of cognitive activity in the learning process, namely the inability to attend seminars, symposia, conferences, workshops and thematic meetings, also have a negative impact on the general condition of man and his daily activities. The university administration faced the problem of graduating from higher education. For a long time, these activities were an integral part of the educational process, but after the transition to distance learning in the context of the coronavirus epidemic, there was an urgent need to change the format of extracurricular activities to restore the traditions of the educational process.

Considering the features of the impact of distance learning in a pandemic on four important components of the learning process in higher education, we can not ignore the impact of the organization of the educational process and learning space at home. Reproduction of the learning process in places of residence causes certain difficulties for students due to the deeper

participation of parents in their learning and interaction with teachers. The transition to distance learning helps to change the usual schedule. Being able to wake up later than usual, spend most of the day in bed, or change your usual diet leads to decreased activity and can cause obesity and other comorbidities.

Therefore, we see that in order to maintain a normal level of physical and social activity, it is necessary to improve the learning process, which is an integral part of students' lives and takes up most of their day during the work week.

The analysis provides grounds for identifying such features of the organization of the educational process that would help improve the perception of educational material by students, namely:

- introduction by teachers of innovative and traditional teaching methods adapted to the conditions of distance learning (verbal, visual and practical);
- use of various teaching aids that will help increase student achievement (environmental facilities, devices and tools for demonstration experiments, technical tools, devices for monitoring knowledge and skills);
- adaptation of existing online resources to university curricula and creation of author's;
- conducting psychological training and providing psychological assistance to all participants in the educational process;
- during online classes, special attention is paid to special physical and mental exercises, which are aimed at relieving physical and emotional stress.

Another topical issue that needs to be studied in detail, discussed and resolved quickly is the problem of combining several learning processes in distance education by teachers who have their own children of preschool, primary school and secondary school age. In such conditions, the teacher must reproduce the educational process and the transfer of knowledge for students of the university in which he works and at the same time supervise, help and eliminate any technical difficulties of his own child. Such a conflict of several learning processes in one home space significantly reduces the level of knowledge acquisition by all participants in such a process.

The decline in the level of education in the context of distance learning due to insufficient technical and methodological base is a prerequisite for another problem that arises in the context of the coronavirus epidemic in the private sector of educational institutions. In some cases, tuition fees do not match the level of knowledge gained, and parents sometimes refuse to pay for services provided because of dissatisfaction with their quality.

Despite the many shortcomings of distance learning, which was urgently introduced in the context of the introduction of precautionary measures during the coronavirus epidemic, there are teachers and students who believe that distance learning provides additional opportunities for all participants in the educational process. In terms of distance learning, more attention is paid to independent work of students, which contributes to the improvement of such personal

qualities as self-organization, perseverance, creativity. Independent work promotes the development of cognitive abilities, the formation of interest in educational activities and in-depth mastery of the necessary knowledge.

Distance education offers new forms of acquiring knowledge that greatly simplify the educational process, namely virtual attendance at any higher education institution in the world and virtual trips to famous museums, galleries and exhibitions.

Conclusions from the study and prospects for further exploration in this direction. Thus, the introduction of distance learning for all universities in the world as a single form of education, has become a new experience using the latest technologies and a complete change in the structure of education at all levels. But this process requires significant improvements, improving the technical and methodological base of the educational process to create a high level of both transfer and acquisition of knowledge, which are fundamental for higher education in all countries.

Practice shows that under such conditions, due to its specificity, inclusive education needs special attention. And if before the introduction of new technologies in the educational process of students with special needs was dealt with by a small number of specialists from certain ministries and departments, then after changes in the education system caused by the coronavirus epidemic, this issue has gained international scale and is now given special attention.

For children with disabilities, learning is the only chance to receive an education that will further enable them to acquire and improve their professional skills and get a decent job to ensure the necessary standard of living. In the context of the pandemic, the ministries have developed instructional and methodological recommendations for organizing the education of children with special educational needs. In the case of the introduction of appropriate measures, special educational institutions may provide psychological, pedagogical and correctional and developmental services using distance technologies. At the same time, when conducting such classes, teachers must take into account the potential and individual needs of each child.

Unfortunately, such recommendations are aimed only at the theoretical component of the process of teaching children with special educational needs and require further discussion and development to create, implement and improve special methods and resources that will be aimed at the effective transfer of educational information.

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COMPARATIVE STRUCTURAL-TYPOLOGICAL STUDY OF DIFFERENT LANGUAGES

Summary. Features of a comparative structural-typological study of various language systems

Key words: idiom, features of phraseology, linguistic field, comparative study.

Different nations are able equally divide, reflect and see the world. There are variety of reasons, among which should be noted, first of all the unity and similarity of the real world, lifestyle, needs and desires of the people, the identity of their biology, physiology, psychology and of course ascending of modern languages phraseological units to the general image-semantic prototype. The fact of similarity of idioms in different languages on various aspects of their linguistic nature, development and operation makes the

study of comparative structural-typological principles necessary and relevant.

Comparative structural-typological study of different languages systems shows two patterns:

a) The existence of thought unity and mental operations in both processes of conceptualizing the world and idiom building;

b) Selectivity and national characteristics in the two types of cognitive and linguistic human activities.