

Gostishcheva Natalia¹, Kharchenko Tetiana²
Melitopol Bogdan Khmelnytsky State Pedagogical University
gosnat06@gmail.com
tkharchenko2017@gmail.com
¹<https://orcid.org/0000-0001-7076-0898>
²<https://orcid.org/0000-0002-9228-4658>

DISTANCE LEARNING: ADVANTAGES AND CHALLENGES OF THE TIME

***Анотація.** Дистанційне навчання є процесом взаємодії між викладачем і студентами, що знаходяться ізольованими у просторі. Розглянуто синхронний та асинхронний тип дистанційної форми спілкування. Основне завдання дистанційного навчання полягає у стимулюванні зворотного зв'язку викладача і студентів. У дистанційному навчанні наявні майже всі традиційні способи навчальної комунікації.*

***Ключові слова:** дистанційне навчання, синхронна та асинхронна форми дистанційного навчання, зворотній зв'язок, взаємодія між викладачем і студентом.*

Nowadays, distance learning has become a real challenge for both teachers and students. The educational process has transferred from the classroom into different Internet platforms such as Zoom, Skype, Google Meet, Google Classroom, Class Dojo, Moodle as well as mobile services Viber and Telegram. Thus, the teachers faced the problems of providing feedback in teacher-student interaction, motivating and inspiring their students. They felt lack of computer skills and on-line teaching experience and thirst for improving their teaching skills.

Distance learning is considered to be synchronous and asynchronous. Synchronous type means that all the applicants are in the web environment at the same time while asynchronous type of communication allows the participants to be engaged in an educational process at any convenient time regardless of the time and location [3].

Synchronous type of distance learning provides instant messaging and immediate feedback. It allows the teacher and the students to collaborate in real time and enables to engage all the participants at the same time. The advantage of this type is that it is close to traditional face-to-face learning but for the distance which separates them. It gives the feeling of direct voice contact and preserves the spontaneity and fluency of the speech similar to the real life environment [1, с. 42].

Specific type of distance learning, asynchronous one, gives the students time and opportunity to consider the decision and think over the answer. It provides an opportunity to complete participation in the education process at any time. The participants of interaction do not depend on the time, the place and the planning process. This format can include a variety of media, audio and video resources. It is important for the teacher to provide students with an algorithm for performing certain tasks and give deadlines that provide feedback [1, с. 44].

The most effective is a mixed type of distance learning. Combining the advantages of synchronous and asynchronous types, teachers may plan the English language classroom explaining new material and developing foreign language skills, on-line on the one hand, and not overloading the online presence and giving the students time to improve their language competence in their own pace, on the other hand.

An important stage in the distance learning format is to provide and receive feedback, regardless of the teacher's choice of synchronous or asynchronous type as well as the platform offered to the students. Feedback in the English classroom is the mutual activity of both a teacher and students, as a result of which the teacher receives information about the level of students' individual and group achievements, which encourage them to analyze and correct the techniques used and to create the further classes according to his/her reflection. In its turn, feedback helps the students to observe their progress, plan their future achievements, and experience a sense of satisfaction with the work done [4, p. 242].

So, in distance learning there are almost all the traditional ways of interaction between the teacher and students. Modern means of communication combined with professionally organized feedback open the same opportunities for students as during face-to-face learning.

The main advantages of distance learning include the following factors [2]:

– saving time. Students and teachers do not need to be present in person at lectures and seminars;

– saving money. There is no need to travel to an educational institution, rent an apartment, in case of studying abroad or in another city;

– flexibility. Distance learning provides an opportunity to study at a convenient time and at a convenient pace;

– availability of getting education abroad. Nowadays, with the help of distance education technologies you can get a diploma of a foreign university without going abroad;

– availability of educational materials, the ability to view lectures and other materials without limit. Due to this factor distance learning is in great demand in modern society and becomes more and more popular.

However, there are some disadvantages of distance learning:

– the problem of identification of the student's personality;

– lack of external motivation, feedback and control. Those who have high level of internal motivation can achieve better results;

– lack of live communication does not contribute to the development of teamwork and communication skills.

Though distance learning has become a real challenge of our time it gives all the opportunities to realize the goals of education and develop language competence. There are advantages and disadvantages in distance learning. It definitely is being developed and will be equal to the traditional form of education.

REFERENCES

1. Організація дистанційного навчання в школі. Методичні рекомендації. URL: <https://mon.gov.ua/storage/app/media/zagalna%20serednya/metodichni%20recomendazii/2020/metodichni%20recomendazii-dustanciyna%20osvita-2020.pdf> (дата звернення: 16.04.2021)

2. Barron A. A Teacher's Guide to Distance Learning.– University of South Florida, 2009/ – URL: <https://fcit.usf.edu/distance/> (дата звернення: 16.04.2021)

3. Synchronous Learning vs. Asynchronous Learning in Online Education URL: <https://thebestschools.org/magazine/synchronous-vs-asynchronous-education/> (дата звернення: 16.04.2021)

4. Ur P. A course in language teaching: practice and theory. Cambridge University Press. 2009. 375 p.