

IMPLEMENTING REMOTE LEARNING DURING THE PANDEMIC

New times bring new challenges. The year 2020 has brought the extraordinary challenges into the educational process in all the countries of the world due to the pandemic. Ukrainian schools, colleges and universities made no exception. We suppose, many Ukrainian students and teachers felt rather puzzled and confused when the quarantine was launched. We were to continue our work in terms of remote learning as we had some months before the end of the semester. The teachers of Foreign Languages Department looked for the ways of implementing new approaches and methods of teaching foreign languages during the pandemic. Our aim was to make the process of remote learning available and accessible for all our students to provide them with educational equity. Naturally, we faced a number of difficulties, some of which are described in this paper.

The first difficulty to mention was the lack of experience in organizing students' remote learning for such a long period of time. Teaching online turned to be one of the most efficient ways in educating students during the pandemic. The teachers of our department created Google classes organized by the year of studying and subject, where students got materials for self-study and self-evaluation, they were supplied by guidelines and assignments to develop their skills in reading, writing, listening and speaking. Online learning included regular group or individual meetings (online lectures, lessons, seminars) in Zoom, Google Meet, Skype, Messenger, Viber or other platform/network most suitable for students and teachers at the time. Step by step we got some experience and shared it with each other.

Another difficulty we met was providing remote learning opportunities for students living in distant parts of the region/country. Unfortunately, good internet connection is not available in some rural areas of Ukraine, so teachers kept in touch with students by means of e-mailing, texting, telephoning. Students, who did not have an opportunity to join an online meeting dedicated to a certain topic, either wrote or recorded a video or audio report on the topic and sent it to the teacher.

One more difficulty we are to mention is the fact that online learning can be rather time-consuming for both teachers and students. Preparing proper materials, assignments, online lessons, tests and then checking them, assessing and evaluating

require a lot of time and efforts from teachers. Students, in their turn, need time to do assignments in different subjects meeting the deadlines and following all the requirements. To make the cooperation of teachers and students during the pandemic less stressful and more effective, we follow a number of guidelines and principles. They are connected mostly with time management, for example, sticking to a certain timetable and meeting the deadlines by both teachers and students. Another one is flexibility: students and teachers are to take into account the possible difficulties they face, be helpful and understanding to each other. One more important principle is an individual approach connected with making proper decisions in each individual case.

The new academic year in Ukraine has started, but the pandemic is not over, unfortunately. That is why teachers are to continue improving their skills in teaching online, finding new approaches and forms of cooperation with students. New times bring new challenges. New challenges bring new decisions. Now we are to work on the Collaborator Platform getting new experience and expecting good results in remote learning.

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ФОРМУВАННЯ ПРОФЕСІЙНОЇ ІНШОМОВНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ЛІКАРІВ ЗА ДОПОМОГОЮ ІНТЕРАКТИВНИХ МЕТОДІВ НАВЧАННЯ

Система освіти передбачає реформування роботи навчальних закладів, зумовлюючи потреби в оновленні професійної підготовки та професійної діяльності майбутнього фахівця, котрі пов'язані з розвитком засобів комунікації та інформаційних тенденцій у сучасній освіті. Отже, сучасні тенденції освіти – це, насамперед, посилення комунікативних можливостей людини, формування потреби постійного підвищення професійної кваліфікації й професійної мобільності, а також виховання висококультурної особистості.

Дослідження в психології, педагогіці та соціології спрямовані на підготовку фахівця, зорієнтованого на прояв ініціативи, креативності та на ефективному вирішенню виробничих і комунікативних завдань. Тому перед системою вищої освіти ставляться необхідні завдання для підготовки компетентних фахівців, котрі володіють комунікативною культурою. Отже,