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**PECULIARITIES OF DISTANCE LEARNING IN TEACHING “PRACTICE
OF ORAL AND WRITTEN SPEECH (ENGLISH)”:
WHAT BACHELORS-APPLICANTS THINK OF IT**

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Abstract. The article presents the results of a survey on the acutely relevant topic of distance learning. Since March 2020, the applicants have been required to switch to a distance learning format. This study examines the features of distance learning of the English language for future bachelors-teachers of full-time and part-time forms of study. To determine the effectiveness and potential of distance learning, a survey was conducted among students to evaluate the developed model of teaching in the discipline “Practice of Oral and Written Speech (English)”. In connection with the transition to the distance learning format, there was a need to check the quality of teaching, as well as collect the opinions of the applicants on productivity in this format of teaching. The purpose of the article is to clarify the features of distance learning, to determine the positive and negative factors of the use of distance technologies in teaching disciplines at the Philological Faculty, in particular, when studying “Practice of Oral and Written Speech (English)” from the point of view of the applicants. The features of distance learning in the training of English teachers are outlined. Models of distance education in the process of training English teachers were considered.

The strengths and weaknesses of models of distance education in the process of training English teachers were analyzed. Offers were developed for the effective organization of distance education in institutions of higher education that train future English teachers. 17 applicants of the State Higher Educational Institution “Donbas State Pedagogical University” participated in the study. A survey presented in a Google form was used to explore the applicants’ attitudes towards distance learning. The survey was attended by the 3rd year applicants, mostly female, who had both positive and negative attitudes towards distance learning in almost equal percentage terms. A slight discrepancy was found in the answers regarding the correspondence of information taught in full-time and distance pairs. Assessing the quality of distance learning teaching and learning material, the quality is approximately between 3-4 points (on a five-point scale). Among information technologies for distance learning, the surveyed the applicants are satisfied with working in Google Meet and

email. The applicants highly rated the qualifications of lecturers in the distance learning process.

Keywords: applicant; bachelors-teachers; distance learning; English language; email; Google Meet; Practice of Oral and Written Speech.

The problem setting in general. Nowadays, under the conditions of economic relations and fierce competition in the labor market, knowledge, skills, and experience are of particular importance. A 21st-century specialist is a person who is fluent in modern information technologies, in knowledge of languages, and who constantly improves and perfects his/her professional level. Acquiring new knowledge and skills that are practically useful and applicable in work in the era of the information society significantly expands opportunities for self-realization and promotes career growth. However, one of the main obstacles that stands in the way of those who want to continue their education (given that most of them are already working) is the lack of time. Most do not have the opportunity to come to classes at the institution of education every day. Another significant obstacle is distance. If the institution of education is located in another city, frequent attendance at classes is also inconvenient and expensive. The “classical” part-time form of education does not often justify its purpose. The knowledge that an applicant receives is often superficial, and the classes themselves are unproductive. The part-time form of education for applicants has existed for a long time. But its capabilities are very limited. In addition, the educational process continues for quite a long time. In the time of Internet technologies, many aspects of people’s lives are transferred to the network, thereby accelerating the pace of development of the information society and overcoming geographical barriers. Education is no exception. Now it is no longer necessary to be next to a lecturer. The Internet allows expanding the part-time form of studying to make it truly full-fledged and comprehensive. In the West, this form appeared a long time ago and is very popular among applicants due to its economic indicators and educational efficiency. Distance learning is also called “lifelong education” because most of those who study are adults. Many of them already have higher education, but due to the need to improve their skills or expand their field of activities, they require acquiring new knowledge and developing work skills quickly and efficiently.

This is when distance learning becomes the optimal form. It is becoming a widespread form of education (Budziak & Budziak, 2022). It is an important alternative to traditional forms of learning, especially in dangerous situations when applicants and lecturers cannot attend lectures and seminars (Lytvyn, 2023). These changes also affect the process of training future teachers of the English language. Implementing distance learning into the educational process will make it possible to introduce innovative changes in the modern educational environment and bring the level of higher education

in the country closer to world standards. In this regard, the problem of developing and implementing effective distance learning models for training the applicants in philological specialties (future teachers of the English language) becomes particularly **relevant**. Such forms of training contribute to the formation of basic competencies of future teachers of the English language in new situations, expand their potential for further professional development, and increase competitiveness in the labor market.

Analysis of recent studies and publications. Theoretical aspects of the organization of distance learning are analyzed in the works of O. Luchaninova (2022), N. Maiatina, T. Lysenko, O. Dmytriienko (2021), L. Nalyvaiko, L. Martseniuk (2020), T. Polukhtovych, O. Pimenova (2019), O. Chykurova (2022), E. Yashchenko, and I. Levandovska (2020). The works of O. Budziak, & V. Budziak (2022), N. Holiardyk, O. Hevko, N. Makohonchuk (2022), O. Horbatiuk, S. Polishchuk (2023), A. Melnyk (2022), and O. Samoilenko (2020) also summarize the problems of modern higher education in institutions of higher education in special cases, as well as the use of distance learning tools for further development. At the same time, the results of pedagogical research by O. Horbatiuk, S. Polishchuk (2023) concern the analysis of the key advantages and disadvantages of distance learning. The review of the organizational, pedagogical, and methodical principles of implementing distance learning in institutions of higher education is presented in the scientific studies of A. Lytvyn et al (2023). The organization of distance learning for future philologists in the context of a pandemic was studied by O. Vashchylo (2021), N. Demchenko (2022), S. Tsinko, & N. Holub (2020). A significant number of scientific and pedagogical works are devoted to the development of recommendations for the effective organization of distance learning for philologists (Luchaninova, 2022; Maiatina et al, 2021; Yashchenko & Levandovska, 2020; Chykurova, 2022; Holub & Horoshkina, 2022; Vashchylo, 2021; Boiko, 2022). Of particular note are the results of scientific studies by O. Kolmykova (2023), N. Maiatina et al (2021), which describe the model of distance learning in the educational process in the field of linguistics. In addition, a number of domestic educators have investigated some issues of teaching philological disciplines in distance learning conditions. For example, O. Kaniuk (2022), O. Kolmykova (2023) studied methods of distance learning of maritime English, M. Pysanko, & O. Martynenko (2020), A. Turchyn et al (2022) – of English.

The purpose of the article is to clarify the features of distance learning, to identify the positive and negative factors of using distance technologies in teaching disciplines at the Faculty of Philology, in particular, when studying “Practice of Oral and Written Speech (English)” from the point of view of the applicants. The purpose presented involves solving the following **tasks**:

- to outline the peculiarities of distance learning in the training the future teachers of English;
- to consider in detail models of distance education in the process of training the future teachers of English;
- to analyze the strengths and weaknesses of distance education models in the process of training the future English teachers;
- to develop offers for the effective organization of distance education in institutions of higher education that train the future English teachers.

Methods of investigation. During the preparation of the study presented, the following methods were used: the method of logical-theoretical analysis of scientific and pedagogical methodical works, the method of systematization, generalization, and interpretation of theoretical data, the method of polling, the questionnaire, and the method of interpretation of the results of the primary test. The testing of the research results took place at the State Higher Educational Institution “Donbas State Pedagogical University” in September 2024 – May 2025, with the participation of 17 applicants of bachelor’s degree of full-time and part-time forms of study, when preparing the applicants in Speciality 014.02 Secondary Education. Language and Foreign Literature (English) in accordance with the educational and professional program Secondary Education (Language and Foreign Literature (English, German)).

Results and discussion. The article presents the experience of teaching the discipline “Practice of Oral and Written Speech (English)” in distance mode in two groups of the third-year applicants of bachelor’s degree of full-time and part-time forms of study, when preparing the applicants in Speciality 014.02 Secondary Education. Language and Foreign Literature (English) in accordance with the educational and professional program Secondary Education (Language and Foreign Literature (English, German)), where the program requires applicants to possess computer skills as a means of obtaining, processing, and managing information; the ability to work with various information carriers, distributed databases and knowledge bases, and global computer networks; the ability to work with electronic dictionaries and other electronic resources to solve linguistic problems; the ability to use textbooks, teaching aids, and didactic materials on a foreign language to develop new teaching materials on a specific topic, etc.

As follows from the requirements for the results of mastering the program, at the present stage, the presence of a lecturer and the availability of traditional educational materials are insufficient for the development of independent applicant thinking, his/her ability for self-analysis, independent acquisition and processing of knowledge, in particular, this applies to applicants of full-time and part-time education. The

applicants need a wide range of information sources that provide food for critical analysis, independent conclusions, and decisions. This is especially relevant for language education, where teaching materials tend to become outdated quickly due to the constant evolution of the language. Thus, the forced transition to a completely online format has, in a sense, contributed to the further optimization of the educational process for teaching foreign languages to applicants in full-time and part-time settings.

The authors of the article believe that the very concept of “distance learning” requires clarification in the current situation. While in the early 2000s, researchers based the “distance learning” concept on an integrative approach, the essence of which lies in the harmonious interaction of various components of full-time and distance learning, under conditions of social distancing, it should now be talked about as a fully electronic learning format. In developing a model for teaching a foreign language in the course of teaching the discipline “Practice of Oral and Written Speech (English Language)” in a distance mode, the authors have come to the conclusion that, despite the immutability of such components as purposes, principles, and learning outcomes, they are implemented in specific ways, determined by the characteristics of the new (electronic) form of education.

Thus, among the principles of organizing training (the principles of scientificity, systematicity and regularity, activity, clarity, differentiation, and individualization of training, etc.), the principle of creating an information educational environment comes to the forefront, by which the article authors understand an environment for modeling foreign language communication; a source of authentic foreign-language educational materials of varying levels of complexity, providing access to foreign-language information resources; the environment and updating of professionally significant educational products in the form of information banks, such as dictionaries, encyclopedias, texts, etc.

The adequacy of the information and methodical support of such an environment should be achieved by attracting funds and resources that correspond to the specific learning objectives, the level of preparedness of applicants, and their interests. In the university’s distance learning mode, the information educational environment at the State Higher Educational Institution “Donbas State Pedagogical University” has been provided by the Moodle educational platform, in which lecturers create personal electronic courses corresponding to the subjects taught. Each course consists of learning units (by topic), into which any materials (from the curriculum to hyperlinks) can be added. Applicants have access to electronic versions of all materials, links to additional resources, quizzes with automated checking, methodical recommendations for mastering the course, instructions for completing individual assignments, etc.

However, all of the materials listed are asynchronous learning tools that can be effective for developing and improving writing, reading, or listening skills, while teaching speaking a foreign language and monitoring the acquired skills and abilities is most effectively carried out in a synchronous format. Many researchers note that the language environment for distance learning should include specially developed teaching materials and a set of tools that compensate for the distance between participants in educational communication and organize their communication not only in asynchronous but also in synchronous modes.

The study involved two groups of 17 third-year applicants who were taking a practical English course on “Oral and Written Speech Practice (English)” remotely. The corresponding section of the Moodle platform contains an e-course on the subject being studied, which includes all the necessary materials and is available to the applicants at any time. Simultaneously, synchronous instruction was organized via Google Meet video conferences in accordance with the course curriculum. The online classes are structured as closely as possible to classroom instruction and include the same elements as traditional full-time classes (verbal exercises, presentation of grammar and vocabulary material, practice of all types of speech skills, and assessment of skill development). Having worked for 3 years with the 3rd year students of specialty 014.02 014.02 Secondary Education. Language and Foreign Literature (English) in accordance with the educational and professional program Secondary Education (Language and Foreign Literature (English, German)), the authors decided to conduct a survey among the applicants on how the applicants now feel about this form of education.

Regarding the gender criterion, the majority of respondents were female (74.6%), with an average age of 19–20. To the main question about whether they liked learning remotely, the responses were distributed as follows: “yes” (40.1%), “no” (34.4%), and “don’t know” (25.6%). The responses also varied regarding the adequacy of the information taught in in-person and online classes. 45.4% of respondents answered “Yes”. The rating for the quality of teaching was approximately 3–4 points (on a 5-point scale), but most responses regarding the assimilation of material in the online format were also in the same range. However, statistics show that the majority of respondents – 13 applicants – feel more comfortable studying at the university. Regarding the question about the survey participants’ motivation, the answers also varied. 41.4% answered ‘yes’, 38.7% “no”, and the remainder were unsure. A key aspect of the study presented is the applicants’ satisfaction with their academic success and academic performance. When asked whether they were satisfied with their distance learning, only 54.5% of applicants answered “yes”. Some applicants provided their

own answers, but they contained negative assessments of their performance. However, the average applicant self-assessment for their academic work was 7–8 points (on a 10-point scale). The applicants’ answers, explaining why they gave themselves this rating, range from “I’m great” to “I know I can do more”, “I’m lazy” and so on. In the authors’ opinion, this depends on the applicant’s level of aspiration and self-esteem. The final question was whether lecturers were fulfilling their responsibilities. Only 12.5% of the respondents said “no”. It is very gratifying to see and realize that lecturers have been able to adapt to the new environment and continue to develop applicants.

As can be seen from the data above, the applicants have the opportunity to familiarize themselves with the vocabulary and grammar material independently before attending the online class, and are provided with the necessary handouts throughout the course. The availability of methodical recommendations and instructions for completing assignments structure the applicants’ work and save time during synchronous online classes. Monitoring of skill and ability development is shared between the lecturer and the Moodle platform, allowing the lecturer to devote more time to other types of contact work and to automate the learning process overall. The Google Meet chat, where homework and announcements are posted, ensures that each applicant is kept up-to-date on the learning process and maintains a high level of motivation. Completing communicative assignments such as projects, reports, and roundtable discussions remotely has its advantages, as it allows the applicants to present their presentations without technical difficulties and eliminates the need for instructors to find classrooms equipped with technical equipment. Moving classes online has eliminated common challenges of distance learning, such as balancing study and work, and the need to travel to exam sessions from remote regions of Ukraine and other countries, such as European ones, America, Canada, and elsewhere, which would be otherwise particularly challenging in today’s environment.

Based on the data obtained, it can be concluded that a clear advantage of distance learning was the ability for 100% of the applicants to attend online foreign language practice classes. The majority of the applicants also rated highly the availability of teaching materials and methodical recommendations for mastering the subject, as well as the level of presentation of vocabulary and grammar material. Regarding the level of satisfaction with the developed skills and abilities, the applicants rated the level of development of reading, speaking, and listening skills as “good” and “excellent”, and the level of development of lexical, grammatical, and written skills as “satisfactory”. In their comments, the applicants noted the lack of paired and small-group work in remote learning and noted that videoconference classes do not allow them to maintain necessary visual contact with the other applicants, which negatively impacts their

psychological comfort. Regarding motivation, the applicants expressed conflicting opinions. On the one hand, the inability to establish visual contact with the interlocutor, problems with the Internet connection and technical difficulties, and the distraction of the home environment hinder the creation of the necessary psychological climate for organizing speech practice and do not allow them to concentrate on the material fully. On the other hand, the applicants rated the accessibility of educational materials, the ability to demonstrate their projects and presentations clearly, timely information support, and prompt feedback in the group chat as positive. Overall, despite the relatively high ratings for the effectiveness of distance learning, many applicants expressed a desire for a speedy transition to a traditional, in-person format while maintaining asynchronous learning tools.

Conclusions. In summing up the findings of the study presented, it is worth noting once again that the forced transition to distance learning facilitated the deeper integration of online educational technologies into the learning process and its optimization. The organization of synchronous online classes on foreign language practice demonstrated that the overall learning process can be structured at a high level, sufficient to achieve practical, educational, and other learning objectives. Interactive work with the lecturer via video conferencing incorporates elements typical of traditional classroom classes, enabling the development and refinement of skills and abilities in all types of foreign language speaking activities. The distance learning format also allows solving common organizational problems such as late arrivals, missed classes due to busy schedules, and the need to travel to classes/sessions from the region(-s) and other parts of the country, which is especially relevant for distance learning applicants.

However, based on the research conducted, it is clear that at this time, it is impossible to talk about a complete and equivalent replacement of traditional learning with distance learning. Conducting and monitoring paired and group work under the guidance of a lecturer is problematic, requiring a search for methods, techniques, and teaching tools that address these challenges.

Also, in terms of creating the necessary psychological climate, synchronous distance learning classes are unable to recreate the atmosphere of in-person classes, with their complete immersion and focus on the applicant. It is worth noting that there were no single answers to all questions, and it is impossible to give a definitive answer to how the applicants feel about distance learning. New world realities are getting closer and closer, and the faster lecturers and applicants adapt to them, the easier it will be for them in the future. Applicants are the younger generation, and they adapt more easily. Therefore, the sooner applicants come to terms with the idea that this may be

their new reality, the easier and more productive their learning will be.

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ОСОБЛИВОСТІ ДИСТАНЦІЙНОГО НАВЧАННЯ У ВИКЛАДАННІ «ПРАКТИКИ УСНОГО ТА ПИСЕМНОГО МОВЛЕННЯ (АНГЛІЙСЬКА МОВА)» З ТОЧКИ ЗОРУ ЗДОБУВАЧІВ-БАКАЛАВРІВ

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Анотація. У статті наведено результати опитування на гостро актуальну тему дистанційного навчання. З березня 2020 року здобувачам довелося перейти у формат дистанційного навчання. У цьому дослідженні розглядаються особливості дистанційного навчання англійської мови майбутніх бакалаврів-вчителів очної та заочної форм навчання. З метою визначення ефективності та потенціалу дистанційних занять проведено опитування серед студентів для оцінки розробленої моделі навчання з дисципліни «Практика усного та писемного мовлення (англійська мова)». У зв'язку з переходом у дистанційний формат навчання виникла необхідність перевірки якості навчання, а також збору думки здобувачів щодо продуктивності у такому форматі навчання. Мета статті полягає в з'ясуванні особливостей дистанційного навчання, у визначенні позитивних і негативних чинників використання дистанційних технологій у викладанні дисциплін на філологічному факультеті, зокрема, при вивченні “Практики усного та писемного мовлення (англійська мова)” з точки зору здобувачів. Окреслено особливостей дистанційного навчання у підготовці вчителів англійської мови. Розглянуто моделі дистанційної освіти у процесі підготовки вчителів англійської мови. Проаналізовано сильні і слабкі сторони моделей дистанційної освіти у процесі підготовки вчителів англійської мови. Розроблено пропозиції щодо ефективної організації дистанційної освіти у закладах вищої освіти, які готують майбутніх вчителів англійської мови. У дослідженні взяли участь 17 студентів Державного вищого навчального

закладу «Донбаський державний педагогічний університет». Було використано опитування, представлене в Google-формі, на тему ставлення здобувачів до дистанційного навчання. В опитуванні брали участь здобувачі 3 курсу переважно жіночої статі, у яких практично в рівному відсотковому вираженні сформовано як позитивне, так і негативне ставлення до дистанційної форми навчання. Незначна розбіжність виявлена у відповідях щодо відповідності інформації, що викладається на очних та дистанційних парах. Оцінюючи здобувачами якості викладання в дистанційному форматі, а також засвоєння навчального матеріалу якості знаходиться приблизно між 3-4 балами (за п'ятибальною шкалою). Серед інформаційних технологій дистанційного навчання здобувачі, які проходили опитування, задоволені роботою в Google Meet, а також електронній пошті. Здобувачі дали високу оцінку кваліфікації викладачів у процесі навчання у дистанційному форматі.

Ключові слова: абітурієнт; бакалаври-викладачі; дистанційне навчання; англійська мова; електронна пошта; Google Meet; практика усного та писемного мовлення.

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