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6.2. INNOVATION TECHNOLOGIES IN DISTANT EDUCATION OF FOREIGN STUDENTS

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Summary. The paper is devoted to using of innovation technologies in distant teaching of foreign students. Distance teaching has become a challenge to modern higher education and has forced teachers to adapt quickly to new teaching conditions. Work with foreign students is no exception. In the research, the author analyses the concept of distance learning, identifies its advantages and disadvantages, describes innovative teaching technologies, among which interactive technologies, that

contribute to a successful educational process and give a positive result in the education of foreign students. Such technologies include pedagogical supervision technology, facilitation, coaching, web-quest technology and the use of mental maps, case-study method, dialogue and discussion methods, project technologies and media education. The author also emphasizes the importance of quality feedback between teachers and students and the role of reflection in this process, as well as pays attention to the personality of the teacher as a teacher-innovator.

Keywords: distant learning, foreign student, innovation technologies, feedback, reflection, teacher-innovator.

Distance education dates back to the middle of the twentieth century, when for the first time attempts were made to create an educational process without the presence of a student and a teacher in the same area. The goals of distance education were realized in the need to reduce the cost of education programs, to get over illiteracy in developing countries, to enable the education of people with special needs. And recently in the period of pandemic it acquired a new important meaning for modern educational institutions. Distance education is characterized at first by the territorial distance between the teacher and the student. This distance is overcome by means of telecommunication technologies which help distance education to keep all components inherent in educational process. Distance teaching contains a number of features that are determined by the purpose of the educational process, the distance of participants, the ratio of distance and full-time forms of learning.

In Ukraine for many years there is a developed system of extramural higher education, which enrolls at least a quarter of the total number of students; the adaptation of this form of education to the goal of the Bologna Process is relevant for higher education establishments in Ukraine [20, 27]. But, unlike extramural teaching, distance education allows to provide educational process at any distance from the educational establishment, while studying extramurally the student should repeatedly attend it; distance teaching can almost completely avoid this. The sense of distance teaching is that the interaction of a teacher and a student can take place in the cyberspace: they are at computers and communication takes place via the Internet [13].

Among foreign scholars who have paid attention to the study of distance education, we can mention the following: M. Thompson, D. Keegan, A. Clark, M. Moore, E. Polat, A. Khutorskii, W. J. Hasson. Ukrainian scientists also studied the features of distance education in current educational system: O. Maiboroda (distant learning as priority direction of higher education); I. Nazarko (use of distance means in education to improve educational process in higher educational establishments); A. Ignatiev (the role of distance teaching in the system of continuing education); O. Korbut (features of the introduction of distance education in the modern educational system); L. Havrylova, Y. Katasonova (theoretical aspects of introduction of distant education in Ukraine); N. Goncharova, O. Kirsanova, A. Svetlytskii (scientific and pedagogical experience of introducing distance teaching in the educational process of higher medical educational establishments); I. Adamova, T. Holovachuk, V.

Prybylova (advantages, disadvantages and prospects of distance education in Ukraine); V. Kukharenko, V. Bondarenko (features of distance learning); K. Gavrilenko (stages of creating a distance course); O. Hrytsuk (personality problems in the relationship "teacher - student" in quarantine).

In modern realities, with the conditions of pandemic, the need for the introduction of quality distance education is extremely important, teachers need to create a strong theoretical and methodological basis, to create new teaching methods and technologies that meet the telecommunications environment. Modern youth lives in a technological environment and must be able to function in it. Yu. M. Burovytska noted that in our society, people who have developed such important skills as obtaining, evaluating and generating information will always have priority. Parents and society expect that educational establishments will prepare students for the world in which they are going to live [2, 23]. Traditional teaching methods can not provide the necessary results due to the psychological characteristics of the modern youth, due to significant changes in the particular society and in the world in general. The use of innovative teaching technologies in the educational process will be able to help significantly. Innovative pedagogical technologies as a process, according to I. Dychkivska, are purposeful, systematic and consistent introduction of original, innovative methods, techniques of pedagogical actions and means into practice, covering the whole educational process [4].

Innovations can be directed to progress in one or several aspects of education system: theory and practice, curriculum, teaching and learning, policy, technology, institutions and administration, institutional culture, and teacher education. They can be applied in any aspect of education that can make a positive impact on learning and learners [23, 8]. Currently innovations in educational process are studied by I. Dyckkivska, I. Pidlasyi, V. Slaktionin, I. Martynova, O. Dubaseniuk. Educational innovations affect all related parties: students, parents, teachers, leaders, researchers, stakeholders and the authorities; and requires their active involvement and support in this process. With regard to students and their cognitive process, identification and development of abilities, skills and knowledge, innovation are expected to improve attitudes, behaviour, motivation, self-esteem, self-improvement, independence, and learning productivity [14, 157].

A special attention should be paid to interactive educational technologies as a part of innovations. Interactive educational technologies are aimed precisely at developing all key competences, practical skills and special qualities through the interaction. The use of interactive models involves the operation of method system which is determined mainly not at the presentation of ready-made knowledge and their reproduction, but at the independent mastery of skills by students in the process of active cognitive practice. Interactive learning is a special form of organization of cognitive activity, it has a goal to create comfortable learning conditions where each student feels his success and intellectual ability [19]. The peculiarity of interactive learning is in fact that the educational process is carried out under constant and active interaction of all its members. Ideas of active and interactive teaching methods can be found in papers of Ukrainian and foreign scholars, among them T. Buzan, A. Park, D.

Armstrong, I. Abramova, G. Kobernyk, O. Komar, V. Lozova, O. Pometun, G. Selevko, M. Skrypnyk, V. Bepalko, V. Evdokimova, L. Novikova, O. Sichkaruk, N. Suvorov, A. Khutorsky, I. Yakimanska, N. Volkova.

The difference between interactive teaching and traditional one lies in the fact that it provides interaction not only between teacher and students. Students also interact actively with each other in search and creation of new knowledge or in the process of formation and development of new skills and abilities [29]. According to L. Moiseienko, there are particular rules for organizing interactive learning which help to avoid mistakes and create an effective educational process: all students should be involved in the work; active participation of students should be encouraged; students should be developed independently and master rules for working in small groups; the classroom should be prepared for work in large and small groups; readiness, desire, interest of all participants of educational process are the clues to success [17].

Features of interactive activities are manifested in the peculiarities of the interaction of participants, content and structure of process, which provides the following forms:

physical – to change activities, to move freely in the classroom, to change places, to speak, to write, to listen;

social – to interact actively with participants, to ask and answer questions, to exchange ideas;

cognitive – to find solutions independently, to add and correct, to speak out (present, defend) as a part of gaining professional experience [31].

S. Sysoeva notes that interactive learning gives the experience of establishing contacts, value-content relationships with the world, people and oneself; interactive activity in the educational process provides growth of knowledge, skills and abilities, methods of communication; it is also an important condition for the formation and improvement of professional competence through the involvement of participants in the educational process in individual and collective activities to gain experience, awareness and acceptance of values [26]. Interactive learning is a special form of organization of cognitive activity, it aims to create a comfortable learning environment where each student feels their success and intellectual abilities [19].

Vocational education of foreign students aims at professional and personal development, the student acquires knowledge, skills and abilities in a particular specialty, but becoming a specialist is not possible without acquiring other competences that allow to participate effectively in various activities of social and working life [21]. There are eight key competences identified in the Recommendation of the European Parliament and of the Council of 18 December 2006 for lifelong learning: communication in the mother tongue, communication in a foreign language, mathematical competence and basic competences in science and technology, digital competences, learning skills, civic and social competences, initiative and entrepreneurship skills, cultural awareness and self-expression. In order to master successfully these competences, proper conditions for educational process and general stay in the country must be created for foreign students. Interactive

technologies are tools that are able to create such conditions.

After the Ukrainian authorities signed the Bologna Declaration in 2005, the number of foreign students from all over the world began to increase significantly in Ukraine. According to the Ukrainian State Centre for International Education under the Ministry of Education and Science of Ukraine, more than 76,000 foreign students from 154 countries are currently studying in the country (Figure 1) [11]. The number changes through year to year but is increasing constantly; we can see in the graph that changes (insignificant decrease) are due to political situation in 2014 and because of pandemic in 2020.

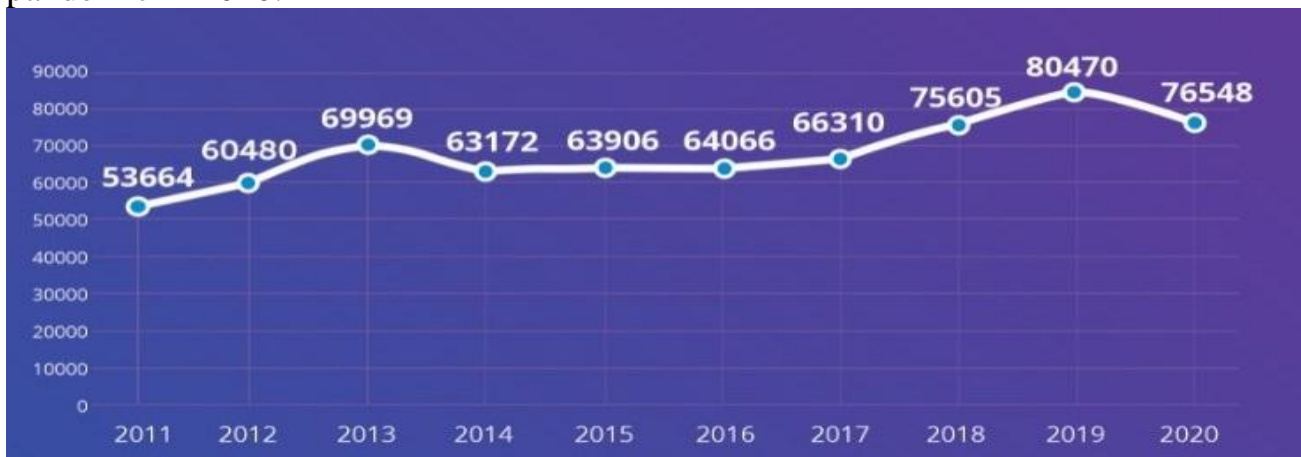


Figure 1. The increasing number of foreign students in Ukraine [11].

International students are very important for the educational system of Ukraine first of all because of the increase of academic prestige and financial advantages for universities and the state as a whole. Then, they enrich the culture of the higher educational establishments with their cultural and ethnic experience, which helps Ukrainian students develop their intercultural perception and skills of working with an international society. Also, international students represent economic value through expenses for accommodation and study materials.

In order to master successfully vocational education, the most comfortable learning conditions must be created for foreign students. The success of foreign students is determined by the readiness for those techniques and methods of teaching that are adopted in a particular institution of higher education.

For this purpose innovative teaching methods can be used, which are focused on dynamic changes in the surrounding educational and learning activities, which are based on the development of various forms of thinking, creativity, high social and adaptive capabilities of the individual, which is correlated with the purpose of modern higher education in Ukraine and widely uses those information and communication technologies that enable the implementation of an effective distance teaching process in modern realities. So, we can conclude, that successful combination of innovative interactive teaching methods in the educational process can be the key to successful distance teaching of foreign students.

There is currently no single definition of the term "distance teaching" in modern science. According to V. Prybylova, distance teaching is the organization of the educational process, the basis of which is the independent work of a student [20]. A. Ihnatieva defines distance teaching as a set of information technologies that

provide the student with the main amount of information, provide an opportunity to work independently with the assimilation of educational material, assessment of knowledge and skills in the learning process [5, 52]. O. Korbut describes distance teaching as a set of technologies that give students the main amount of educational material, it is an interactive interaction between student and teacher in the learning process, which gives students the opportunity to work independently [13]. L. Shtykhno notes that distance teaching is a form of educational process that uses computer and telecommunication technologies, they provide interactive interaction between teacher and student at different stages of learning and independent work with materials in the information network [24, 491]. Thus, we see that all researchers agree that the main feature of distance education is the opportunity for the student to carry out the learning process via the Internet, where he will have access to educational materials, communication with the teacher and the opportunity to examine his achievements.

Analysing the scientific achievements of Ukrainian and foreign scientists [5; 13; 20; 24; 28], we can conclude that distance educational process has a number of advantages and disadvantages.

The advantages of distance learning are that:

- students have the opportunity to get an education at a convenient time, at a convenient speed, being in any place that individualizes the learning process;
- students have access to educational resources without time restrictions, can consult with the teacher through telecommunications (e-mail, feedback system, social networks);
- students have the opportunity to choose a place of study regardless of current place of residence (possibility to study abroad);
- opportunity to conduct the work with each student individually;
- automation of routine processes, when technology can take over the most boring part of a teacher's job;
- low price and therefore more affordable education.

Also, distance education has certain disadvantages:

- lack of opportunities for discussions and interaction between students;
- lack of feedback;
- difficulties in involving all students in interaction during group classes online;
- lack of practical skills;
- dependence on telecommunications, inability to work with electronic resources;
- low level of student motivation;
- lack of constant control by the teacher;
- absence of a border between working and free time;
- lack of qualified specialists to develop programs and courses for distance learning.

The main principle of distance education is to establish interactive communication between teachers and students without their direct meeting, as well as independent acquisition of a certain array of knowledge using the selected

information technology. The main task of successful implementation of distance learning is to create new methods and technologies that correspond to the telecommunications environment. In this environment, the important fact is that students are not just passive consumers of information, but in the learning process they create their own understanding of the subject content of learning [28].

As already mentioned, the two most important disadvantages of distance teaching are the difficulties of involving all students in group online classes and quality feedback from students, so all the methodological and practical work of teachers was aimed at overcoming these difficulties.

In order to involve all foreign students to cooperation as much as possible, first of all it is necessary to create a favourable educational environment. The educational environment is a system of conditions that affect the formation of a personality, as well as a set of opportunities for self-development of students contained in the social and spatial-objective environment. If the teacher has to work with a new group of students online, or if classes have already been held in class, he can record an introductory video, audio or text about himself, show or describe personal workspace, talk about his hobbies; he can ask students to do the same; it helps to understand them and can give ideas for learning activities based on their interests. Along with synchronous classes virtual support should be added in the form of a forum, an electronic library, the transfer of lecture and teaching material to electronic media.

The attracting and supporting students for synchronous classes begins with the connection; not all students have the opportunity to access the Internet at the same time and freely. In this case, offline classes, which can be asynchronous, allow to follow a flexible schedule. This allows students to learn at their own speed; but such training requires certain skills, personal discipline and a clear structure to follow. Students should be encouraged to create their own schedules, learn to plan their own learning activities [6]. Pedagogical innovative interactive technologies can help to solve all the difficulties which teachers face during distant educational process (Figure 2).

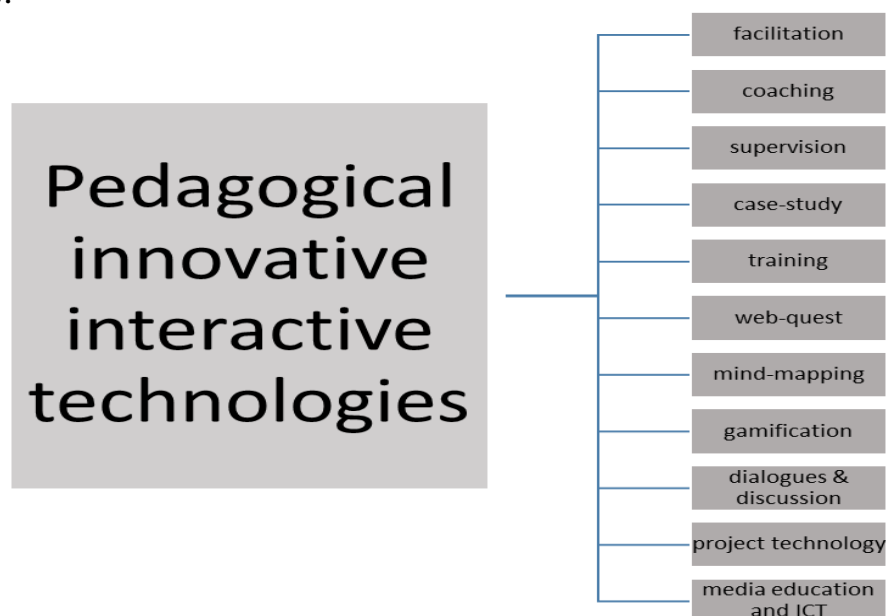


Figure 2. Pedagogical innovative interactive technologies

Let us study in detail each of above mentioned technologies, identify their features and peculiarities, as well as consider how they can be used in distance education of foreign students.

The use of pedagogical supervision technologies is effective in encouraging and supporting foreign students.

Pedagogical supervision is a support, individual guidance, aimed at identifying and solving problems related to difficulties in the educational process. The issue of the general content of supervision and its importance in the practical training of specialists violated in the works of researchers D. Jacobs, D. Meyer, A. Brown, A. Bourne. Yu. Zaporozhtseva describes the pedagogical support as an integral part of the organization of the educational environment: it is a system of professional comprehensive assistance needed by participants in the educational process (students, teachers, administration of educational institutions) in creating conditions for the full harmonious development of the individual, taking into account modern approaches to development, training and education [32].

The teacher-supervisor not only supports the learning process of foreign students, he helps to overcome various crises and conflicts, suggests how to activate and situationally use different personal resources [29]. Supervision helps to create conditions for independent analysis of problems that arise in students, and the ability to solve problems without assistance. According to N. Volkova, the main tasks of supervisory practice can be in following: development of training design; providing psychological (semantic and emotional) support in the organization and conduct of work; implementation of an analytical position during the course of training in the form of feedback (constructive criticism and wishes to improve working methods), resulting in the building of new creative approaches and innovative forms of work [29].

The student's learning environment plays an important role in successful distance learning. In the classroom, teachers control many aspects of it: ensuring safety, an inclusive environment conducive to learning and teaching. When working online, the teacher must also remember to support the student in his or her own learning space. And although the teacher during the distance work has no impact on the physical environment of the student, telecommunications resources, software, convenient schedule and well-chosen material can significantly affect the quality of interaction during learning. To do this, the teacher should pay attention to facilitation and coaching technologies to guide this process.

For the first time the effect of **facilitation** - the improvement of individual results due to the presence of another person - was discovered in the studies of N. Triplet (1897). The term "facilitation" first was used by A. Allport (1920). A significant contribution to the understanding of the concept of facilitation was made by American psychotherapist and educator K. Rogers, who understood facilitation to promote the process of personal growth, the formation of inner personal freedom [29]. K. Rogers investigated the qualities of facilitating learning as authenticity, trust, congruence, which enable the teacher to enter into a relationship with the student as a person with a person. The organization of distant classes using the method of

facilitation is advisable in cases when acute topics are raised that require specific solutions; when the situation needs to be considered comprehensively, from different angles; when it is required to organize an effective group discussion, where each participant can speak, share ideas, experiences and assumptions.

Facilitation technology is the organization of a collective solution to a problem in a group under the guidance of a facilitator. It is both a process and a set of skills that allow you to effectively organize a discussion of a particular problem in the short term and perform planned actions with maximum involvement of participants. The purpose of this technology is to organize the effective work of foreign students on the basis of humanism, personal self-development, constructive interaction [29]. The teacher with the help of facilitation technology creates a basis for providing pedagogical support to foreign students during their distance learning, increases the cognitive activity of students, optimizes the learning process. The role of the teacher-facilitator requires certain skills for productive communication in intercultural group. N. Volkova emphasizes on skills and abilities of a teacher, such as:

- the ability to listen carefully, observe and remember both the course of events and the style of behaviour of each student, which is important in intercultural group;
- the competence to establish simple but productive communication between members in the group of foreign students;
- the capability for analysing and correction the actions of students;
- the ability to diagnose and encourage effective (correct ineffective) behaviour;
- the skill to promote the creation of a model of effective behaviour;
- the insurance feedback between participants in the educational process, without using "offensive" and "defensive" forms of communication;
- the capability to find and activate constructive models of behaviour in intragroup interaction;
- the competence to activate similar models in intergroup work;
- the skill to inspire confidence of foreign students in the new environment of the educational establishment;
- the ability to be fair and to choose a neutral position in evaluating the work [29].

The main characteristics of pedagogical facilitation, described in the researches, are collaboration, individuality and equality, involvement of everyone in educational activities, which is significantly important in distance teaching.

During the distance educational process, teacher can use the following instruments of facilitation: World Café, Appreciative Inquiry Summit, Dynamic facilitation, Graphic facilitation, Action Learning, Future Search.

World Café is a method for organizing a real discussion, a focused informal communication. It is a valuable assistant when it is necessary to gather information in a group of people, exchange knowledge, experience, freely share ideas and opinions, hear what others think about issues that are relevant to the organization or community. The technology allows to involve each participant in the conversation, creating a comfortable atmosphere of openness, ease and psychological safety, when

students can communicate on equal terms [1].

Appreciative Inquiry Summit is a future project planning technology based on a positive approach. The authors of the method are D.L. Cooperrider, D. Whitney, J.M. Stavros. The method is used to carry out a wide range of positive changes in the group, including leadership development, future planning, changing relationship between participants, improving educational processes, clarifying vision and values.

Dynamic facilitation developed by J. Rough allows to find solutions to unresolved issues in a limited time. The sense of dynamic facilitation is to find deep problems and build thoughtful solutions, facilitation requires each participant to speak up. Great importance is attached to this. Everyone can calmly voice their opinion; they are not rushed or limited. One of the characteristic features of this approach is the ease of subsequent follow-up of decisions made that have matured in the course of such work. Implementing them rarely becomes an issue due to the high level of energy and involvement that accompanies the discoveries that the group has come to jointly.

Graphic facilitation allows the discussion to be visually displayed, enabling the participants to see how their discussion takes shape in front of their eyes. It helps to make ideas clear and measurable, which allows individual participants to think better with the new perspective that opens up, and allows the group as a whole to communicate and exchange ideas better. One of the ways to conduct graphic facilitation is SWOT analysis, method which was developed in 1963 by Harvard professor Kenneth Andrews, is used to analyse the development of the group, project, product, personality qualities in order to formulate the main directions of development through the systematization of available information about strengths and weaknesses, as well as potential opportunities and threats.

Action Learning is the analysis of complex situations in the group in the format of analysis of one's own experience of solving a real problem compared to the experience of others through interactive exchange of ideas and formulation of questions. This format helps both the person presenting the problem and other participants to find the most complete solution and share techniques and approaches to solving the problem [29].

Future Search is a facilitation method that is based on a systems approach and uses individual self-organizing elements of a larger system. The authors of the method are M. Weisboard and S. Jenoff.

One more effective innovative and interactive method of teaching is **pedagogical coaching**. Translated from English "coaching" means inspiration, mentoring, and the word "coach" means a private educator, instructor. Since the 80s of the XX century, coaching is officially recognized in business.

Coaching aims to reveal the inner potential of the student, to develop the personality through the delegation of responsibilities, to achieve a high level of awareness. Coaching is a decision-oriented and result-oriented collaborative process. During coaching the performance of the set tasks is improved and the experience is enriched, the potential of the student is revealed. Coaching does not teach, but only helps to be taught. Coaching technologies stimulate self-education, reveal the

potential of foreign students, because the teacher does not give them ready-made solutions and answers, does not indicate what to do, but helps to find answers, make their own decisions, which is extremely important for successful distance learning.

According to R. Hurevych, to achieve the goals of coaching, teachers should be guided by certain principles and use a number of methods. The principles of coaching include:

- the principle of awareness and responsibility;
- the principle of unity and interaction;
- the principle of flexibility;
- partnership principle;
- the principle of hierarchical development [10].

Coaching solves the problem of lack of motivation, which is the significant problem during distance teaching. The main feature and difference of coaching is that it is aimed to help people to learn themselves, not to lead them in this process. It is important that the teacher-coach can professionally talk about the mechanisms, paradoxes and the impact of motivation on the result. This stimulates development and contributes to the achievement of students' potential. However, it should be emphasized that the coach should set up and motivate students not only to achieve the goal and achieve results, but also to gain experience during the learning process [10, 45].

When working with foreign students by means of distant education, coaching helps to create a conversation aimed at self-realization of a person, which is more difficult in distance; the content of this conversation is determined by the student, and the course is determined by the coach; as well as the creation of an environment in the course of an educational conversation that facilitates the advancement of a person towards goals of studying; coaching is the process of creating conditions for the fullest possible disclosure of the client's personal qualities.

The creation of a coaching environment in the higher educational establishment allows teachers to work with in the format of a practice-oriented approach, appealing to their own experience, creating new, more effective models of pedagogical interaction through the use of creative potential of students.

The choice of educational material and approaches to its presentation can affect the quality of the educational process in a distance form. The successful combination of synchronous and asynchronous learning makes the process more flexible, accessible to students in other time zones, allows them to choose their own time of work, reduces the burden on students and teachers, opens opportunities for creative teaching and learning [6]. The development of independence and self-support of the student gives him the opportunity to build time and space for learning activities. The teacher should choose approaches on which to build independent work or expand creative research and project tasks. When working in the Internet, both synchronous and asynchronous, the starting point is a clear understanding of what the learning outcomes are. This understanding will help the teacher identify different ways for students to achieve these results and what can be done to support them in the process.

Case-study or a technology of situation analysis was developed in the United

States of America at the School of Business at Harvard University, where in 1910, in addition to traditional classes (lectures and practical work), additional discussion methods were introduced into the educational process to analyse the real management situation.

The problem of implementing the case-study method in the practice of higher professional education is currently very relevant, due to two trends:

- the first arises from the general direction of the development of education, its orientation not so much to obtaining specific knowledge, but to the formation of professional competence, skills and abilities of mental activity, the development of personality abilities, among which special attention is paid to the ability to learn, change the paradigm of thinking, the ability to process huge arrays of information;

- the second follows from the development of requirements for the quality of a specialist who, in addition to meeting the requirements of the first trend, must also have the ability to behave optimally in various situations, be systematic and effective in a crisis.

Case-studies are specially developed on the basis of factual material for the purpose of subsequent analysis in training sessions. In the course of analysing situations, students learn to act in a "team", analyse and make decisions.

The technology of case-study is worth to be used in educational process for teaching foreign students, it involves a detailed, in-depth study of a real or simulated situation. The application of such a method becomes the basis for the development of analytical thinking of students, the ability to work with information (analysis, synthesis, ranking, structuring); this is how communicative competence and the ability to choose ways of effective interaction are formed; stereotypes of thinking are destroyed. In the process of active case-study, students are presented with certain facts as situations to find a rational solution, first individually, then in a group discussion of solutions, i.e. in the process of intensive mutual interaction [29].

The case-study method promotes the acquisition of knowledge and professional skills and abilities based on activities in conditions close to real practice. Students are offered a real life situation, the description of which reflects a practical problem, actualizes a certain set of knowledge that must be mastered to solve it. The result of the educational process is not only knowledge but also skills of professional activity. This method involves a comprehensive active study of the material both under the guidance of a teacher and in a group in order to obtain as much information on the topic being studied, to analyse and make the best decision about the practical situation [29].

Case-study allows to activate theoretical knowledge and practical experience of using educational material, develop the ability to express thoughts in foreign language in multicultural groups, to understand the interlocutor, to show and improve analytical skills, to be ready to work in a team; it contributes to understanding the ambiguity of solving problems in real life.

Training is a pre-planned process, the purpose of which is to change the attitude, knowledge or behaviour of participants through a learning experience, and aimed at developing the skills to perform a specific activity or several types of

activities. Training technology in education was studied in different periods by N. Nychkalo, A. Aleksiuk, O. Padalka, S. Sysoieva, T. Poiasok.

The objectives of each specific training directly depend on its goals and reflect exactly what changes should occur in the consciousness of the emotional-motivational sphere of the participants within the training. A distinctive feature of trainings is the active interaction of the participants with each other and with the trainer. This approach is called interactive, which implies the use of active teaching methods, in which the involvement of the participants is high, as well as the training is primarily focused on the participants, and not on the trainer, since the training that becomes the main way of solving the problems of the participants. The trainer's activities are aimed at developing exactly those skills that are necessary for every personality.

Training technologies in distant education of foreign students are an active form of studying as a result of which theoretical knowledge and practical skills are acquired in a complex. The necessary abilities are formed, methods of appropriate behaviour and actions are mastered, methods of problem solving are identified and developed [29]. Training, as the interactive method, in the process of pedagogical interaction teacher - student, student - student contributes to the formation of the student as a subject of educational process, includes him in developing education through his own learning activity. Training should be structured in a such way when the student gets the opportunity to get a certain experience; reveal reflection on the gained experience; get feedback from other participants which allows the student to form a plan for further development. Training during distant education, when foreign students are gathered in international groups, allows to regulate relations in this group based on the acquisition of certain social experience by participants as a result.

In order to interest and motivate students in the process of distance education, the teacher should offer maximum support, challenge and choice in the learning process. For distance learning via the Internet, we turn to the technology of web-quest, gamification and mind-mapping.

A **web-quest** is a task with elements of a role-playing game, for the implementation of which the Internet is used. B. Dodge and T. March, who developed web-quest technologies, point out that this is a research-oriented studying activity aimed at finding information via the Internet and video conferencing [3; 16].

The term "web quest" comes from two English words that are combined to mean "Internet search". A web quest can be viewed as a pedagogical technology based on the method of developing students' research skills. For students, a web quest appears as a problematic task with elements of a role-playing game, for the implementation of which information resources of the Internet are used. Web-quest technology assumes that the student comes in the first place in the learning process. He chooses information himself, guided by his own views and ideas. The teacher acts only as an organizer of research activities, without imposing his thoughts and knowledge on them. Web quests are best for mini-group work, but there are also web quests designed for individual learners which is convenient for studying students during distance education. The web quest can be about one subject or be cross-

subject and due to it, they develop different skills of foreign students, not only in the area of one discipline, but interdisciplinary ones too.

Thus, this technology provides the development of such skills: search for the necessary information using various sources of the Internet; ability to highlight important information; analysis and synthesis of the received information; creative approach to the use of information; ability to draw conclusions, present their work and argue their point of view.

There is a shortage of professionals in various fields of activity who are able to solve problems on their own and in a team, using the Internet.

Therefore, training students with Web-quests in integration with other pedagogical technologies will promote an active process of obtaining knowledge, the ability to find the necessary information, use a variety of information sources, memorize, search for solutions, solve certain tasks and problems, organize themselves to work; as well as Web-quests help to improve the quality of higher education in whole [10; 95].

The idea of **mind-mapping** belongs to Tony Busen and appeared in the early 70s of the twentieth century [29]. Busen developed a technology for working with information, which he called "mind maps". In distance educational process, the technology of constructing mind maps can be used to study the material, to form motivation to study the subject, to determine students' understanding of the material, the process and tactics of its assimilation. A mind-mapping is an effective way to learn something new, discuss a current topic with participants in the educational process, find solution of the task. The associations built on the central object generate the following associations, etc., the memorization of one object is associated with other objects. Mind maps have distinctive properties: clarity; attractiveness; memorability; creativity; group work of students; advantage over lecture material.

This technology of mind-mapping allows the formation of the following general competences:

communicative - mastery of technologies of oral and written communication, including programming, the ability to use the Internet;

informational - possession of information technology, a critical attitude to the information received;

cognitive - readiness to constantly improve their educational level, the need to realize their personal potential, the desire to constantly enrich their professional competence.

The use of technology to build mind maps is possible in the process of teaching foreign students in the distance education; these technologies allow to structure knowledge about the content of each subject; to intensify student interaction; develop communication skills and reflection. The number of Internet resources can be used to create virtual mind maps: Free Mind, Free Mind Map, Mindjet Mind Manager, The Personal Brain.

Gamification is learning technology which uses the role structure of the lesson, the purpose of which is to provide a comprehensive and depth analysis of a problem. According to N. Volkova, games let to comprehend information more by

70% compared to the lecture (a student can reproduce 20% of the material after the lecture, and 90% after a role game). Thus, during the game, the level of memorization or reproduction is much higher than in the mandatory work or study activities [29]. Educational games can be introduced in distance learning process in form of different tasks in interaction of students, in form of projects, group tasks.

The pedagogical sense of the educational game is in following:

- to activate students' thinking;
- to increase the independence of the future specialist;
- to bring the spirit of creativity to learning process;
- to bring education closer to professional activity;
- to prepare the student for professional practical activity [10].

There different types of games which can be used in educational process, among them N. Volkova distinguishes business games, role games, interactive games, social-psychological games; they all with some changes can be implemented in distance education.

Game learning technologies are a given situation based on social experience. Having placed a person in certain circumstances, it turns out to develop new qualities that are new for him, and to control his behaviour. An important aspect of the educational game is intellectual competition. However, the competitiveness here is fundamentally different from games like a quiz. In this kind of game, not only memory and speed of reaction are in demand, but flexibility of thinking, logical, creative, communication skills. This is dictated by the nature of the tasks that involve productive and creative activities, research, design. In this case, there is a high probability of success for any team, regardless of the academic performance of the participants. An educational game, bringing the learning environment closer to life, develops in a person those qualities that are in demand in real social practice: the ability to work in a team, to cooperate, to coordinate their personal interests with collective ones. The introduction of business games into education is an important factor in improving the quality of education and preparing high school students for an independent life in the information society.

In distant teaching gamification also helps to maintain the motivation of students, to enrich educational environment with interactive communication and makes it possible to develop in intercultural groups social skills.

There are also some other methods and technologies, which aimed to help teacher to conduct productive educational process with means of Internet, among them dialogue and discussion technologies, project technologies and media education.

Dialogue and discussion technologies combine a lot of methods and types of work in the classroom which are aimed to develop communicative skills, critical thinking, involving a purposeful and ordered exchange of views, aimed at reconciling opposing points of view and coming to a common ground.

The introduction of dialogue and discussion technologies transforms the educational process into collective, group collaborative learning, where the student and the teacher are equal subjects of educational process. Dialogic communication is characterized by equality of the parties, subjective position of participants, mutual

activity in which everyone influences the others, and at the same time is influenced by them, is ready to accept the point of view of the other party, seeks complicity, empathy. This type of work includes dialogue, conversation, debate, discussion, brainstorming. At different classes such technologies make it possible to realize individual personal position, to respect someone else's opinion, to master skill of argument, to ask proper questions. Students, discussing routine and professional topics, develop not only language skills and abilities, but also learn to understand the representatives of other cultures and religions, develop tolerance, ethics, empathy, learn to conduct constructive dialogue and the ability to avoid conflicts.

There are many types of discussion, among them round table, expert group meeting, forum, brainstorming, symposium, debate, cross discussion, debate-dialogue, all of them can be used in distant educational process and aimed to develop communicative and social skills of foreign students, as well as knowledge of language and subject.

Thus, the use of these technologies provides productive constructive dialogue, discussion, based on the principles of subject-subject relations in all vectors of interaction, the establishment of parity, collegiality in project activities. Significant results of the implementation of these technologies should be in removal of "rigidity" in the manifestations of communicative behaviour during the implementation and discussion of professionally oriented situations; increase of options of application of various verbal and nonverbal means in their optimum combination; consistency of communicative actions with the situational context of communication; the ability to convey through external means of expression mood, shades of relationships, purposefully use verbal and nonverbal means to create the necessary emotionally positive relationships and restrain the manifestations of negative emotions [29].

Under the influence of the modern tendency towards the technologization of pedagogical science, project technologies developed from the project method (J. Dewey), and in the pedagogical literature were designated in the term "project method". Many pedagogical scholars were interested in project method: S. Shatskii, O. Makarenko, Ye. Polat, I. Yermakov, S. Honcharenko, A. Tsymbalaru, O. Piekhota.

Project technologies have a wide scope of application in education in a wide variety of fields of knowledge, in teaching almost any subject, increasing educational motivation, developing cognitive interest, creativity, etc. All researchers and teachers involved in the development of project technologies and using them in practice agree that these technology has broad pedagogical capabilities, contributes to a deeper assimilation of program material, planning of their own educational activities, the formation of abilities and skills in the practical use of the subject under study, developing the actual design skills and abilities, which are necessary qualities of a person in modern conditions. Thus, project technologies can be widely used in distant educational process with foreign students, because the technology includes a set of research, exploration, problem-solving methods, creative in nature and aimed:

- to teach independent achievement of the set purpose;
- to learn to anticipate mini-problems that need to be solved;

- to form the ability to work with information, to find sources from which it can be taken;

- to form the ability to conduct research, transmit and present acquired knowledge and experience;

- to form skills of joint work and business communication in group [10].

R. Hurevych describes project technologies with using of ICT which allow to conduct distant educational process. They help teachers to develop each student as a creative person capable of practical work; to involve each student in an active cognitive process; to increase motivation to learn, to work together in a group, cooperation, identification of communication skills, which are important for foreign students at the stage of adaptation to new educational environment; to work competently with information, providing free access to it in educational institutions, scientific, cultural, information centres around the world.

The project technology in teaching is multifaceted, including various types of activities, combined into an integral system: individual, research, organizational and pedagogical, professional-subject, professional, integrative and allowing to increase the effectiveness of the pedagogical process. Participating in project activities during distant education, foreign students demonstrate:

- knowledge and mastery of basic research methods (data collection and processing, scientific explanation of the results, vision and development of new problems);

- ability to make hypotheses;

- mastery of computer writing for the purpose of entering and editing information (text, graphics), the ability to work with audio-visual and multimedia equipment (if necessary);

- mastery of communication skills;

- ability to integrate previously acquired knowledge from different disciplines to solve cognitive tasks [10].

The use of project technologies makes it possible to form an objective system of ideas about the level of knowledge, capabilities and skills that they possess. In the process of implementing the project technology, students master the ability to set the goal of their learning independently. They also learn to select adequate means to achieve the goal, to choose the sequence of their actions.

Project method with its problems allows to realize the whole set of educational goals. Thus, after completing the training, future professionals will be able to organize and manage fully different projects, help and guide the work on those projects [10]. Also, among the important features of project activities there are significant opportunities for organizing collective work on solving practical life problems posed by students on their own. This is what determines the relevance of the application of project technology in conditions when it is necessary to form students' social and communicative competencies.

Media education is a direction in pedagogy, which involves the study of the laws of mass communication of the press, television, radio, film, video and others. Elements of the information environment are used as means of media education in the

educational process: textbook, mass media (print, radio, television), video, computer training programs, games, multimedia, Internet information networks [10].

Media education and the use of information and communication technologies at different levels in the educational process was considered by scientists both Ukrainian and foreign: V. Yu. Bykov, Ya. V. Bulakhova, O.A. Mishchenko, E. Wenger, K. Swan, O. Ron, M.V. Moiseeva, A.V. Khutorsky and others. In particular, M.Yu. Kademiia, I.Yu. Shakhina, R.S. Hurevych, V. Morozov wrote about the sense and content of ICT use. The advantages of using information and communication technologies in the process of language learning were highlighted by Yu.M. Burovytska. Prospects for the introduction of these technologies were described by G.O. Kozlakova, T.V. Kovaliuk. The works of B. Gershunsky, K. Dowling, M. Zhaldak, G. Kedrovych, N. Robert, O. Spivakovsky, N. Talyzina are devoted to the peculiarities of the use of ICT in the educational process.

According to M.Yu. Kademiia, a special place among innovative learning technologies is occupied by those pedagogical technologies that are integrated with information and communication technologies (ICT) and use the capabilities of global Internet services, which will improve the quality of training, mastery of modern ICT, ability to self-development, mobility, competitiveness in the labour market [12, 274].

In the educational process, the use of ICT is primarily embodied in the use of computers in the classroom, which provides significant opportunities for a foreign language teacher; as well as computers are the main resource in distant educational process. The computer is connected to the Internet allows a student to use electronic resources, both built-in software and online, e-textbooks, online learning programs, audio portals, video sites, online exercises for training and tests to determine the level of proficiency, electronic environments, social communication networks, communication programs. Online learning programs are programs that are freely available on the Internet and are logically constructed complexes that contain lessons on learning different topics of a subject. They are designed for students of different levels, have a distribution of educational material by age. Such programs allow not only to master the skills at the appropriate level, but are the basis for preparing students to take exams and tests.

The use of electronic textbooks, unlike online programs, does not depend on the connection to the Internet and also has a number of advantages. The use of electronic textbooks diversifies the presentation of material, audio-visual reinforcement of textbook materials develops all types of memory, which improves the assimilation of material.

The use of multimedia allows students to work independently on educational materials and decide independently how to study the materials, in what sequence and how to use the interactive capabilities of multimedia programs, how to implement joint work with other members of the study group. Thus, students become active participants in the educational process. Multimedia applications (programs, products) can be used as the main learning environments during the distance teaching of foreign students, applicable in numerous academic contexts, in which learners master the educational material and participate in a dialogue with other learners and teachers

about the essence of their studying.

In addition to above mentioned **ICT**, we should pay attention to such technologies as cloud technologies, virtual reality, m-learning as digital means which help a teacher to provide high-quality distant educational process.

Using file-sharing networks and cloud technologies is a great alternative for low-budget educational institutions to work efficiently with their information systems without spending more on computers and network devices. Educational institutions use available file-sharing and cloud programs that allow students to perform business and academic tasks more efficiently, it helps to intensify teamwork, feedback from the teacher, improves the presentation and perception of material, facilitates accountability.

Virtual reality originated in the field of entertainment, but over time it has also gained practical use in education. The main goal of virtual reality in education is to make the learning process more efficient and exciting. Virtual reality simulations provide a deep understanding of the material by the student with its subsequent application in real life. Evidence that virtual reality can benefit the education system is the human brain. The fact is that the brain tends to remember 10% of what it reads, 20% of what it hears, and 90% of what it does or imitates. Virtual reality makes the classic learning process an exciting experience. With its help, the audience is not limited to four walls, scientific subjects do not lack tools, it improves the perception and assimilation of material, which in turn affects the quality of education.

Mobile learning, also known as m-learning, is a new way to access learning content using mobile devices. Mobile learning supports constant access to the learning process via phone, laptop or tablet. With their help, you can access anywhere and anytime. Mobile learning is the most common way to use mobile learning. Students may be offered texts, videos or audio, assignments after viewing the material. To enhance interaction, teachers can ask questions while learning using online discussion forums or ask students to complete a post-study survey. The advantages of mobile learning are increased motivation, access to various content, the possibility of remote interaction between student and teacher. Teachers ask questions and students answer them with their mobile devices or communicate with each other in a group discussion forum. You can get immediate feedback. This is especially effective when teaching large groups.

Lectures occupy an essential place in the educational process at all levels of education, although their number has significantly decreased in the curriculum. In this regard, the teacher is required to have a creative attitude towards them. The lecture, meets modern didactic and educational goals, should form interest and desire for learning, bring the educational process closer to the conditions of professional activity, promote the exchange of knowledge, experience and feelings. For this purpose, certain techniques and methods of activating classical lectures are used, especially if there are lectures through the Internet.

There are many types of lectures, but the most appropriate for distant educational process are the following:

- problem lecture, which simulates the contradictions of real life; the main goal

of such a lecture is to involve students in active independent activity;

- lecture-consultation is carried out on the preliminarily formulated questions of students;

- lecture as press conference is similar in type to the previous one, since the content is drawn up at the request of the students, but conducted by several teachers;

- lecture-dialogue, in which the content is presented through a series of questions to which students must answer during the lecture; this type includes lectures using feedback techniques.

Effective implementation of feedback between teacher and student is one of the main requirements and the basis for the success of the learning process. When we consider feedback, we mean not only grading or determining test results, but also informal, gradual, timely feedback from student to teacher, which is extremely important for productive learning. Like many aspects of online teaching, feedback can take a little longer to plan and organize, as the special nature of informal feedback is limited in an asynchronous online environment. It is important to collect feedback and assessments from students, it significantly affects the understanding of what works and what does not, how students develop and what prevents them from doing productive work. The teacher already receives feedback from students during the lesson, which is embodied in the facial expression, raised hand, comments made. When working on the Internet, it is difficult to accurately read people's reactions, but this process needs to be adapted. Students can be the creators of their learning process; to do this, you can take into account their feedback and build changes on them. Examples of quality teacher-student feedback include surveys, messaging, live sessions, personal support in the form of consultations, satisfaction ratings, data collection from platforms, and more [6].

The quality of feedback is influenced by students' skills for retrospective reflection, when they are able to analyse their own activities, identify their strengths and weaknesses in it and communicate it to the teacher; as well as the phenomenon of pedagogical reflection.

The scientific substantiation of reflection was carried out by classical philosophers of the XVII-XIX centuries: G. Hegel, R. Descartes, I. Kant, J. Locke, B. Spinoza, I. Fichte, F. Schelling. Currently, reflection as a concept is considered as human activity aimed at understanding his own actions, inner states, feelings, experiences, analysis of these states and the formulation of appropriate conclusions [30].

Retrospective reflection is meant as the preconditions, motives and reasons for what happened, past behaviour, the result of activities, mistakes that were made. Pedagogical reflection consists in the consequences of the interaction between the teacher and the student, it is the feedback from the student after mastering the information provided by the teacher. Such reflection gives the ability to analyse the results of their activities, to adjust their own actions; it has the potential for development, which under certain conditions allows it to raise its activities to a new level. The following forms and methods can be used for the organization of reflection of activity at foreign students: group and individual work; discussion during classes;

written works (surveys, questionnaires, psychological testing, etc.).

An important role in the structure of students' reflective activity will be played by certain conditions, namely the performance of educational tasks that contain reflection and are aimed at self-analysis of educational activities; use of innovative methods in teaching: portfolio, project method, case method; fixation by students of the educational advancement (self-development) after each educational lecture, practical employment, and also after studying of subject discipline as a whole and their analysis; conducting special classes (or elements of classes) on the development of reflection skills. Retrospective personal reflection is activated in the process of self-reporting in accordance with the decision; It is extremely important to draw students' attention to the actualization of not only mistakes but also situations of their own success, it will warn them against lowering self-esteem [22, 298].

Regarding the assessment of learning results and control of knowledge, not all tools inherent in classroom work can be used during distance learning. During practical classes (video conferences) the teacher has the opportunity to assess the activity of each participant, to ask questions to each student. And to check the results of practical mastering by a student of a certain educational material during distance learning, test control is the most successful. Tests are convenient for self-control; they are effective for individual lessons [27].

Test control of knowledge has several advantageous differences from the usual system of control of knowledge:

- the test can be used not only as a control tool, but also as a learning tool;
- testing takes much less time;
- objectivity, the independence of the verification and assessment of knowledge from the teacher's opinion;
- an individual and differentiated approach to knowledge control;
- testing psychologically burdens the learner less than an oral examination or a written exam;
- coverage of large groups of students at the same time;
- the equal conditions for all students who are tested;
- faster data processing;
- due to the use of computer technology, the test results can be shown in the form of convenient reports, both for a particular student and for the results of the whole group;
- testing can be conducted in any discipline, remotely and without the participation of a teacher in a particular discipline (which is convenient in distance education).

Testing, like any evaluating and control tool, has its disadvantages:

- the test has a certain accuracy and a certain margin of error;
- falsification of test results are also possible;
- a student who passes the same test several times can gain only superficial knowledge of the subject and in the future find and receive answers by simply enumerating possible options;
- psychological attitude, fear of not being able to answer in the allotted time;

- the ability to guess, does not allow you to check the depth of knowledge (for tests consisting of tasks to choose the correct answer from among the proposed ones).

It is also should be mentioned that in the process of distance education there is a problem of the possibility of cheating during the tests. To prevent its occurrence, the test should be composed so that it does not have a direct association with the text presented in a particular educational source, questions and answer options should not textually match the names of paragraphs or sections of the educational information source [9, 33]. Also, at servers of special programs for test controlling there is a network knowledge control system. This control of knowledge reduces the possibility of unauthorized access to test tasks and test results, simplifies the procedure of updating test tasks and control over the testing process, allows you to use remote databases of test tasks [10].

But, in our opinion, the best way to check the quality of acquired knowledge, the ability to apply them, understanding of educational material, individual or group project tasks, cases, which require theoretical knowledge, practical skills; such tasks make it impossible to write off, develop creativity, critical thinking, motivate to learn.

It is important to note that the quality of distance education depends significantly on the teacher who works with students. Such a teacher must have some training, have not only modern pedagogical but also informational learning technologies, be psychologically ready to work in a new learning environment [8, 95].

A teacher-innovator, such as facilitator, tutor, coach, moderator, helps students to realize goals of learning process, organize a support during their distant learning, helps to find their own answers to the questions, helps students in self-awareness, supports the desire for self-development, self-realization, self-improvement, to promote personal growth, disclosure of cognitive abilities during distant education. He should not play the same role all the time. A teacher-innovator is an educator who combines all the features and acts in a certain way depending on the situation. He can stimulate and guide, accompany and participate in student's life, inspire and motivate, support and activate skills and abilities (Figure 3); the educator-innovator can act as a participant, creator and developer, researcher, user and promoter of new pedagogical technologies, theories, concepts.

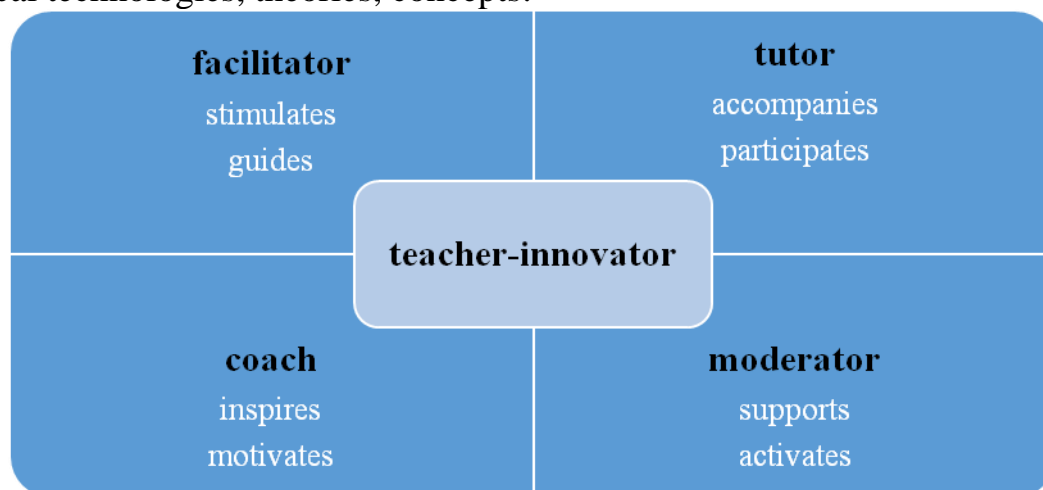


Figure 3. The personality of teacher-innovator

Facilitator is a teacher who stimulates and guides the process of independent search for information and activities of students, supports the desire for self-realization. The task of the teacher-facilitator is to organize communication of all participants in the discussion from the neutral side, to establish an effective exchange of views so that the clash of views can be turned into a constructive direction, differences successfully overcome and an acceptable solution made. The teacher-facilitator helps to increase the productivity of education and development of the subjects of the professional pedagogical process due to the special style of communication and personality of the teacher [7].

Tutor is a specialist who accompanies a student in the process of individual training, he participates in the development of individual educational programs for his wards; provides socio-pedagogical support to students in the process of learning in higher education, in particular with the help of information and communication technologies; teacher who ensures the unity of educational, social and professional environments that form a single educational space [26, 88]. There are the following functions of the tutor: organizational; information; communicative; developmental.

Coach is a teacher who inspires, motivates and maintains responsibility for achieving the desired results at the required level until their implementation, the coach helps to achieve the goal, move more effectively, develop the strengths of the individual [25]. The teacher-coach does not teach the student, but helps him to reveal his capabilities. Coach helps, using the knowledge and experience of the student himself, to solve his specific problems, tasks and goals, this technology helps, using his own potential, to increase the productivity and efficiency of learning, to increase self-esteem in the form of individual lessons and as part of organizational counselling.

Moderator is a mentor, a leader who supports and organizes the active work of the group. Teacher-moderator uses techniques, methods and forms of organization of cognitive activity which are aimed at activating the analytical and reflective activities of students, the development of research and design skills, the development of communication skills and teamwork skills [18, 263].

Today, distance education is one of the most important areas in the development of pedagogy, as it meets the demands of the information society, the environment that has emerged from Internet users in the process of globalization. In addition to the requirements for technology and material support of educational institutions, online technologies make new demands on the motivation and self-regulation of students. At this stage of development of distance learning technologies, it is important to organize the learning process so that the new forms give the same quality result as the traditional ones. Such innovative interactive forms and method as pedagogical supervision technology, facilitation, coaching, web-quest technology, the use of mental maps, case-study method, dialogue and discussion methods, project technologies and media education are the tools for teacher to create a new educational environment that meets the requirements of new generation's demands, to provide efficient learning for foreign students in conditions of distant education, to maintain motivation, to support in obtaining skills and abilities, to ensure feedback, to estimate

knowledge in proper way; the personality of the teacher as an educator-innovator plays a significant role in this process.

There is also an issue related to methods for measuring the effectiveness of distance learning, which instruments are in the process of developing. But, despite the disadvantages, a significant advantage of distance education is that it allows the student to learn not only in difficult times, such as the pandemic of 2020-2021, but continuously, throughout life wherever they are, providing high results.

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6.3. ORGANIZATION AND CONDUCT OF GAME TRAINING IN ORDER TO STRENGTHENING STUDENTS' MOTIVATION AT THE UNIVERSITY

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Annotation. The article reveals the issues of relevance of active teaching methods, including gaming methods. The advantages and disadvantages of these teaching methods are considered. The characteristic of the pedagogical game is given. The methodological content of a modern foreign language lesson should be communicative - the focus of the educational process on its convergence with the real process of communication based on speech knowledge, skills and abilities. The need to ensure the communicative orientation of education of students of non-language universities requires the development and improvement of all types of speech and foreign language activities. The expediency of using interactive methods on practical English classes in agricultural universities allowing to make classes more diverse, enabling students to show their speech independence, to realize communicative skills and speech skills is considered. The expediency of using interactive methods aimed at enhancing the creative thinking of students is proved. University teachers have to use different methods and means of instruction that activate the educational and cognitive activity of students in the process of learning a foreign language; in stimulating interest in the subject and material that is taught. The use of methods and tools will depend on many factors. It is not effective to constantly use traditional methods and training systems, it is desirable to experiment, to test new techniques and tools, taking into account the requirements of today.

Keywords: active teaching methods, interactive teaching methods, game methods, pedagogical game, language competence, innovation, personality, structure, modernization, risk, activities, innovative pedagogical activities.