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**CHALLENGES OF ONLINE STUDYING:
THE THEORY AND THE PRACTICE**

Abstract. In the article we'd the aim to study challenges of on-line studying, to show the technical characteristics of online learning, to single out the pedagogical and psychological features of online learning. So, we described teaching method which are in a great degree enriched by the integration of information technologies into them; also, we defined the concept of "information and communication technology"; we showed the most commonly used information and communication technology's method for assessing learner's listening skills and giving feedback; we presented the field of information and different communication technologies.

The technical characteristics of online learning are: virtuality / conventionality of educational space and time; interactivity of educational methods and non-linearity of the communicative process, dispersion of its structure, synchronicity of communicative acts, etc.

We also singled out the pedagogical and psychological features of online learning, such as: significant limitation of the person's sensory experience to visual and auditory ones; the presence of students in a state of continuous distracted attention, the feeling of being constantly overloaded with unnecessary educational material; the implementation of permanent recording of the results of cyber activity; multifacetedness and multiplicity of personality, virtual identity, disinhibition of "online self"; alignment of personal statuses and profiles, unlimited access to various interactions; change of personal priorities and behavior, feeling of complete "browsing", "web surfing", "filter bubble".

Key words: online learning, virtuality of educational space and time, conventionality of educational space and time, non-linearity of the communicative process, dispersion of the structure of communicative process, synchronicity of communicative acts.

Formulation of the problem. The use of new information technologies in teaching is one of the most important aspects of improving and optimizing the educational process, enriching methodological tools and techniques, allowing to diversify the forms of the activity and make the lesson interesting, useful and predictable for pupils (El-Zawawy, 2021; Pepperell, 2018).

In modern science there are many different approaches to the definition of the term "information and communication technology". According to modern issues of scientific researches, information and communication technologies are a combination of ways and methods for transforming information data to obtain a new quality of information (so called information product) (Dubovyk, Mytnyk, Mykhalchuk, Ivashkevych, Er. & Hupavtseva, 2020).

In modern sources, information and communication technologies have a wide range of digital technologies which are used for creating, transmitting and distributing information and providing different new services (computer equipment, software, telephone lines, cellular communications, electronic mail, cellular and satellite technologies, wireless and cable networks, on-line communication, multimedia, the Internet) (Bucci, Maskit & Murphy, 2016).

The modern educational paradigm, which is built on computer-based teaching methods and aids, is taken as its basis not for transfer of ready-made knowledge and skills to students, but the inculcation of their successful self-education (Drigas & Karyotaki, 2017). At the same time, the activity of students at the lesson is in the nature of communication with a teacher, mediated through interactive computer programs and audiovisual media world (Dubovyk, Mytnyk, Mykhalchuk, Rashkovska & Nabochuk, 2022).

The aim of the research is to study challenges of on-line studying, to show the technical characteristics of online learning, to single out the pedagogical and psychological features of online learning.

So, **the tasks** of our research are: 1) to describe teaching method which are in a great degree enriched by the integration of information technologies into them; 2) to define the concept of “information and communication technology”; 3) to show the most commonly used information and communication technology’s method for assessing learner’s listening skills and giving feedback; 4) to present the field of information and different communication technologies.

Presenting the main research material. Scientists believe that any teaching method is in a great degree enriched by the integration of information technologies into it (Murphy, Melandri & Bucci, 2021). But if in the process of teaching information and communication technology is perceived both as an object of study and as a means of learning, in the process of teaching general educational disciplines are shown themselves only as means of learning (Guevara, Mateos, Wennberg, Perez & Velazquez, 2016).

Let us define the concept of “information and communication technology”. Means of information and communication technologies are software and hardware. In such way technical means and devices are displayed on the basis of microprocessor, computer technology, as well as modern means and systems for information broadcasting, information exchange. So, technical means provide a lot of operations for collecting, producing, storing, processing, information transferring. All these means actualize the ability to access information resources of local and global Internet sources (Cui, Wang & Zhong, 2021).

We think, that the most commonly used information and communication technology’s method for assessing learner’s listening skills and giving feedback are: electronic textbooks and manuals demonstrated how to use a computer and multimedia projector, how to provide the activities with electronic encyclopedias and reference books, how to use simulators and testing programs at the lessons, how to choose Internet educational resources, DVD and CD discs with pictures and illustrations, video and audio equipment. Also, the teacher has to think about research projects, essays and scientific forms of the activity.

English language methodologists distinguish several classifications of information and communication technology’s methods. In accordance with the first classification, all information and communication technology’s methods which are used in the education system can be divided into **two types**: hardware means (a computer, a printer, a scanner, a camera, a video camera, audio and video recorder, etc.) and software means (electronic textbooks, simulators (or facilitative means), test devices), different cliché of organizing the environments, information sites, Internet search devices, etc.) (Berninger & Abbott, 2010).

The field of information and different communication technologies, which are currently taking a place, forces us to reconsider the issues of organizing information support for actualizing cognitive activity of students. Thus, the second classification of information and communication technology’s methods allows us to choose a great possibility of using information technology in the process of educational activities (Hogan, Adlof & Alonzo, 2014):

- to search for literature, the Internet using browsers like Internet Explorer, Mozilla Firefox, Opera and others. Also, the teacher has to understand how to organize on-line activities with students and how to implement different forms of on-

line techniques into the educational process in high school (referencing, note-taking, writing, annotations, quoting, etc.);

- to organize on-line activities with texts, using the package of the main Microsoft Office application programs: Microsoft Word allows you to create and edit texts with graphic design; Microsoft PowerPoint allows you to create presentation slides for a more colorful demonstration of the material; Microsoft Excel helps to perform calculations, analyze and visualize data and work with the lists of Tables and to organize the activity on web sites; Microsoft Office Publisher allows you to create and edit booklets, brochures, articles, information scripts, etc.

- for doing automatic translation of texts with the help of Internet translators (PROMTXX, etc.) and electronic dictionaries (Multitran, Abby Lingvo 7.0, Reverso, etc.);

- for storing and accumulating the information (recording it on CDs, DVDs, Flash-disks);

- for communication (use of Internet, e-mail, ICQ, Skype, MailAgent, etc.);

- for processing and playing back of graphics and sounds (Microsoft Media Player, Win Amp, Win DVD, z-player, programs for viewing images ACDSee, Photo-Shop, Corel Draw, programs for creating diagrams, Drawings and Graphs Visio).

The listed information and communication technology facilities, which create great opportunities at the English language classes for the organization of autonomic activity of students. At on-line lessons the teacher has to use computer technologies for studying both individual topics and providing self-control of the knowledge gained by the students earlier. Moreover, the computer is the most patient and flexible teacher, who is able to repeat as many tasks as it is possible, seeking for the right answer and, ultimately, gaining automated skills having been worked out.

Multi-functionality of online training (or acquisition by the student multimedia characteristics) allows us creating and reproducing software products, the main features of which, from the point of view of educational technologies, is interactive by visibility. So, online studying provides the effect of immersion into the educational software environment and interaction with it. This is a special and supreme view at present, originally created by a teacher who takes a position of the author-developer of a software product, which allows the user to enter into a quasi-dialogue with a computer due to the presence of a certain set of options, followed by different animation effects – a series of successive frames having been displayed at a paradigm of on-line teaching. In this case, a student makes a lot of purposeful intellectual efforts, providing logical connections by the help of Internet, taking into account the nature of the interaction between objects and phenomena. In this way on-line process of studying provides great possibilities for learning not simple static images, but semantic schemes, which are akin to acquire the experience of organizing scientific researches (Mykhalchuk, Bihunova, Fridrikh & Vietrova, 2021).

In addition, the virtual presence of the user in the software learning environment mobilizes all the main channels of perception of new information – visual, auditory and motor one, starting to organize in simultaneous activities with real people and with a computer. It doesn't usually happen in everyday life or reality. The information perceived in this on-line way is not based on scattered, but on selective

attention (Mykhalchuk & Khupavsheva, 2020). On-line information is more efficiently processed as a result of speech-thinking operations. It is more reliable stored in the students' memory, and it is extracted from the Internet more quickly. But it is precisely selective attention, according to the cognitive activity of students, that is the basis of targeted and effective learning.

Comparing on-line studying with traditional methods of organizing lessons, we've to say, that in the process of on-line studying the teacher isn't the main source for students to gain the information. It requires the student to concentrate the attention on some subject or object, strain memory and understand the sense of something. Not every student is able to provide his/her activities in this paradigm (Mykhalchuk, Ivashkevych, Nohachevska, Nabochuk&Voitenko, 2021). Psychological features of the person's character, the type of perception of the child become the cause of different failures. At the same time, modern requirements for the level of education do not allow the teachers to reduce the amount of information, which is quite necessary for a student to master the topic of the lesson himself/herself.

However, when organizing a lesson with the use of computer programs, the information is provided to students in a colorful way, using the effects of animation, in the form of a text, a diagram, graphics, drawing. All these factors, in our opinion, make us possible to explain the teaching material more clearly than orally. It is also very important that at such lessons the student can work individually, moving forward in comprehending the new material at his/her own space, returning to the incomprehensible, if it is required, or running ahead new information.

The computer is more loyal to a variety of students' responses: it does not accompany their activity with praising or negative comments, which develops their independence and creates a favorable social and psychological atmosphere in the classroom, giving them self-confidence. The last characteristics is the most important factor for the development of students' individuality. Thus, ***speaking of the advantages of students' activity with a computer***, we would call them indisputable factors: general cultural development of pupils; improving computer skills; language level improvement; creating a favorable psychological climate; increasing students' motivation and interest in the subject; self-affirmation of students; the possibility of implementing the individualization of training; the implementation of the feedback principle; great opportunities for visual presentation of the material; the exclusion of time for writing new material on the board; saving teacher's materials; improving the process of checking students' activity; increasing the authority of a teacher; a combination of control and self-control; objective and timely assessment of students' actions; the actualization of individual skills of students.

The use of modern educational technologies allows us to move:

- from learning as a function of memorization to studying as a process of mental development;
- from a static knowledge model to a dynamic system of mental actions;
- from orientation to the average person to the most differentiated and individual training programs;
- from external motivation of learning to internal morally volitional regulation.

Nowadays, new methods with the use of information and communication technology's tools are opposed to the traditional teaching of foreign languages. This form of the organization of lessons is the most accessible for the activity of the teacher and its application at the lessons at Ukrainian universities.

The use of information and communication technologies at foreign language lessons reveals the enormous possibilities of a computer as an effective means of learning (Ehri, Nunes, Willows, Schuster, Yaghoub-Zadeh & Shanahan, 2001). Computer-based training programs allow the teacher to train different types of speech activity and to combine them in different combinations, to understand language phenomena, to contribute to the formation of linguistic abilities, to create communicative situations, to automate language and speech actions, and also to ensure the implementation of the individual approach and students' individual activity.

For online studying it is useful to show the name "Cyberpsychology", "Pedagogy and Psychoprogramming", "Pedagogy and Psychology of cyberspace", "Psychology of the users of the Internet", "Bioinformational Pedagogy and Psychology". These terms denote the fields of Pedagogy and Psychology, which combine the methodology, theory and practice of researching the types, methods and principles of people's use of Internet services and the ways of organizing online studying. All presented terms are often used as synonyms for the concept of "Internet Pedagogy and Psychology", which, in our opinion, most accurately expresses the essence of the studied phenomenon.

After analyzing the theoretical sources, we can conclude that the importance of using information technologies at the universities cannot be overestimated. The effectiveness of their use in the classroom, including a foreign language class, is no longer in doubt (Engle, 2002). The information and communication technologies create a new environment in which future generations have the possibility not only to communicate, but also to build professional and personal relationships, to demonstrate their interests (Mykhalchuk & Kryshevych, 2019).

So, we'd like to describe the experimental research of finding out the ways of assessing the learners' listening skills and giving feedback during on-line studying. Our experiment was organized at Rivne State University of the Humanities at the philological faculty in February-March, 2023. The experimental group was IM-11, a control one was IM-12. In the experimental group we proposed for students a song for listening and the author's exercises for finding out the ways of assessing learner's listening skills and giving feedback not only about the content of these songs, but also according to Grammar rules that have been studied before.

Grammar: Past Simple (a song Celine Dion "Because you loved me" (2020)).

Language Function: listening, talking about the life, love, relationships.

After reading a translation of a song Celine Dion "Because you loved me" (2020) the students had to do some activities proposed by us.

1. Try to find the answers by using the Internet.

a) Who is the singer of the song "Because you loved me"? (Celine Dion)

b) Can you give us some other famous songs of Celine Dion (My heart will go on, All by myself, Think twice,...)

c) “My heart will go on” is the song from the famous film. From which one? (Titanic)

2. Match the word with its meaning

to believe	the flat part of the body which a bird, an insect or a bat uses for flying, or one of the flat horizontal structures that sticks out from the side of an aircraft and supports it when it is flying
strength	to ask for God’s help and protection for someone or something, or to call or make someone or something holy
Faith	gentle, caring or sympathetic
Wings	great trust or confidence in something or someone
to bless	someone or something that gives you ideas for doing something, a sudden good idea
tender (wind)	the ability to do things that need a lot of physical or mental effort
inspiration	to think that something is true, correct or real
to reach	to get to a particular, especially a high level, to arrive at some place

3. Listen carefully to the song: Fill in the missing words in the sentences.

Because you (to love) me.

For all those times you (to stand) by me

For all the truth that you (to make) me see

For all the joy you brought to my life

For all the wrong that you(to make) right

For every dream you (to make) come true.

For all the love I found in you.

I’ll be forever thankful baby

You’re the one who me (to hold up)

Never let me fall

You’re the one who saw me through, through it all.

You (to be) my strength when I was (to be) weak

You (to be) my voice when I couldn’t speak

You (to be) my eyes when I couldn’t see

You (to see) the best there was in me

..... me (to lift up) when I couldn’t reach.

4. Use the verbs in the sentences to fill in the gaps.

For all those times you by me.

You..... me faith cause you

You my strength when I weak.

..... me when I couldn't reach.

Because you me.

were	Up	loved	lifted	stood	saw	believed	gave
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5. Grammar

Which Tense is used in the title of the song? (Past Simple)

How do we form this Tense? (regular verbs, irregular verbs...)

When do we use this Tense?

Can you give me some signal words of this Tense? (Yesterday, last week, a month ago, in 2022).

So, **the technical characteristics** of online learning are: virtuality / conventionality of educational space and time; interactivity of educational methods and non-linearity of the communicative process, dispersion of its structure, synchronicity of communicative acts; the presence of an electronic signal, which determines the possibility of constant access to the Internet; distance and indirectness of online learning; preservation of the transcript of the educational process, the opportunity for teachers and students to reflect on their own activities; ease of updating and changing the content of text material and perceived educational material, which determine the efficiency of students' performance of tasks and the ways of solving problems; more effective process of subject-subject interaction, openness in communication; conditional socialization; the possibility of simultaneous electronic search and syndication and the process of perceiving new information.

Conclusions and perspectives of further research. We also singled out the pedagogical and psychological features of online learning, such as: significant limitation of the person's sensory experience to visual and auditory ones; a sense of a space and time, which is more different from a real image of the world; the presence of students in a state of continuous distracted attention, the feeling of being constantly overloaded with unnecessary educational material; the appearance of negative emotions in the case of rather limited access to wider cyberspace; the implementation of permanent recording of the results of cyber activity; multifacetedness and multiplicity of personality, virtual identity, disinhibition of "online self"; alignment of personal statuses and profiles, unlimited access to various interactions; change of personal priorities and behavior, feeling of complete "browsing", "web surfing", "filter bubble".

The Psychology of online studying has a peculiar object of the research, but it does not yet have a sufficiently developed terminological apparatus and a corresponding methodological base. The examples of this can be the terminological uncertainty even regarding the name of this direction. They will be described in our further publications.

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ВИКЛИКИ ОНЛАЙН НАВЧАННЯ: ТЕОРІЯ І ПРАКТИКА

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Анотація. У статті досліджено проблеми онлайн навчання, показано технічні характеристики такого навчання, виокремлено педагогічні та психологічні особливості онлайн навчання. Описано методи навчання, збагачені інтеграцією інформаційних технологій.

Виокремлено психолого-педагогічні особливості онлайн навчання, зокрема: суттєве обмеження сенсорного переживання особистості лише зоровим та слуховим; відмінне від реального образу світу відчуття простору та часу; перебування студентів у стані безперервної розсіяної уваги, відчуття постійної завантаженості непотрібним освітнім матеріалом; поява негативних емоцій у разі обмеженого доступу до більш широкого кіберпростору; здійснення постійної фіксації результатів кіберактивності; багатогранність та множинність особистості, віртуальна ідентичність, дезінгібованість «онлайн Я»; вирівнювання особистісних статусів і профілів, необмежена доступність до різноманітних інтеракцій; зміна особистісних пріоритетів та поведінки, відчуття повного «браузингу», «вебсерфінгу», «бульбашки фільтрів».

Ключові слова: онлайн навчання, віртуальність освітнього простору і часу, умовність освітнього простору і часу, нелінійність комунікативного процесу, дисперсія структури комунікативного процесу, синхронність комунікативних актів.

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