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IMPACT AND CONSEQUENCES OF DISTANCE LEARNING
Bachelor's Thesis

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ЗМІСТ

ВСТУП	6
РОЗДІЛ I. ТЕОРЕТИЧНІ ОСНОВИ ДИСТАНЦІЙНОГО НАВЧАННЯ	8
Сутність дистанційного навчання	8
Положення Кабінету Міністрів про дистанційне навчання	9
Структура і функції системи дистанційного навчання	13
РОЗДІЛ II. ПЕРЕВАГИ ТА НЕДОЛІКИ ДИСТАНЦІЙНОГО НАВЧАННЯ	17
Переваги дистанційного навчання	17
Недоліки дистанційного навчання	19
Порівняння дистанційного навчання та традиційного навчання.....	20
Вплив та наслідки дистанційного навчання	23
РОЗДІЛ III. ДОСЛІДЖЕННЯ.....	27
Учасники дослідження.....	27
Інструменти дослідження	27
Порядок проведення дослідження.....	28
Результати дослідження.....	28
Висновки та обговорення.....	36
ВИСНОВКИ.....	37
РЕЗЮМЕ	38
СПИСОК ВИКОРИСТАНОЇ ЛІТЕРАТУРИ.....	39
ДОДАТКИ.....	43

Table of Contents

INTRODUCTION	6
PART I. THEORETICAL FOUNDATIONS OF DISTANCE LEARNING	8
The essence of distance learning.....	8
Regulations of the Cabinet of Ministers on distance learning	9
Structure and functions of the distance learning system	13
PART II. ADVANTAGES AND DISADVANTAGES OF DISTANCE LEARNING	17
Advantages of distance learning	17
Disadvantages of distance learning	19
Comparison of distance learning and traditional learning	20
Impact and consequences of distance learning	23
PART III. EMPIRICAL RESEARCH	27
Participants of the research.....	27
Research instruments	27
Procedure of the research	28
3.4. Results	28
Findings and Discussion.....	36
CONCLUSION.....	37
SUMMARY IN UKRANIAN	38
REFERENCE LIST	39
APPENDIX	43

INTRODUCTION

Learning is an important step in everyone's life. In the 21st century, people need to be able to adapt to modern conditions, so learning is no exception. Increasingly, you can hear about distance learning as an area that carries a lot of positive and negative feedback as well.

The relevance of the thesis topic is that distance learning has become quite popular and over time, many more people began to use this format of learning voluntarily.

Issues of distance learning are reflected in the works of such researchers as Christian M. Cupp, Phyllis Levine, I.E.Allen, J.Seaman, Brian Hansen, V.I. Solovyov, OE Martynenko, VI Kachanov and others.

As a result of the growing need of distance learning the following questions concerning this topic arise:

- Why is the foundation of distance learning important?
- What are some useful methods to get acquainted with distance learning?
- What opinions arise among students regarding distance learning?
- What difficulties arise among students concerning distance learning?

The main *aim* of the study is to *seek valid answers* to these above-stated questions.

The *subject* of the research is the impact of distance learning on students of 5-9 grades

The *object* of the study is the distance learning habits of adolescents.

The *purpose* of the thesis: analysis and research on distance learning and its impact on school students.

To achieve the goal of the thesis the following tasks are set:

- Consider the main issues, structure and functions of distance learning;
- Identify the advantages and disadvantages of distance learning, as well as the impact and consequences;
- Analyze students' attitudes towards distance learning and determine the impact on their scientific achievements.

Both *theoretical* and *practical/empirical methods* were used during the completion of the study, these include analysis, comparison, and generalization.

The *theoretical value* of the study was the provisions and concepts presented in the works of domestic and foreign authors on the problems:

- forming an idea of the essence and functions of distance learning;
- comparison of data on traditional and distance learning;
- adverse health effects

The *practical value* of the thesis provides an overview of diverse opinions on distance learning and how distance learning can be affectively used.

The thesis has been divided into an introduction, three parts, a conclusion, a Ukrainian summary, references and an appendix. Part 1 provides a framework for the study by reviewing literature on the theory of distance learning. Part 2 contains a brief summary about the advantages and disadvantages of distance learning. Part 3 presents the procedure, results and discussion of the empirical research.

PART I. THEORETICAL FOUNDATIONS OF DISTANCE LEARNING

The essence of distance learning

“Online learning” refers to instructional environments supported by the Internet. (Simonson, Michael. 2020) Online learning comprises a wide variety of programs that use the Internet within and beyond school walls to provide access to instructional materials as well as facilitate interaction among teachers and students. (Kukhareno, V.M.,2002) Online learning can be fully online or blended with face-to-face interactions. Each of these approaches is described below.

Fully online learning is a form of distance education in which all instruction and assessment are carried out using online, Internet-based delivery (Picciano and Seaman 2009; U.S. Department of Education 2007). In this brief, both teacher-led instruction and resources designed to instruct without the presence of a teacher meet the definition of fully online learning if they include instructional environments accessed exclusively through the Internet. (U.S. Department of Education, Office of Educational Technology, Understanding the Implications of Online Learning for Educational Productivity, Washington, D.C., 2012)

Prerequisites for the development of distance learning are:

- rapid development of information technology;
- continuous reduction of the cost of services for the connection and use of the global Internet, its resources and services;
- significant deepening of the processes of introduction of information technologies in educational practice;
- Significant spread of computer equipment among the population.(Kukhareno, V.M.,2002)

Today, in conditions of economic relations and fierce competition in the labor market, knowledge, skills and experience are of particular importance. A specialist of the XXI century is a person who is fluent in modern information technology, constantly improving and perfecting his professional level. (Malovanyi Y,2020) Acquisition of new knowledge and skills that are practically useful and used in the work of the information society significantly expands opportunities for self-realization and promotes career growth. However, one of the main obstacles to those who want to continue their studies (given that most of them are already working) is the lack of time. Most do not have the opportunity to come to school every day.

Another significant obstacle is distance. If the school is located in another city, it is often inconvenient and expensive to attend classes.

It should be noted that the "classic" distance learning often does not justify its purpose. The knowledge that a student receives is often superficial, and the lessons themselves are unproductive. (Cupp, Christian M. and Levine, Phyllis, 1997) In addition, the learning process lasts quite a long time.

An alternative form of knowledge acquisition, which is now becoming widespread in Ukraine and Europe, is distance learning.

Distance learning makes it possible to implement interactive technologies of teaching material, to obtain a full education, to improve the skills of employees in geographically distributed areas. The learning process can take place anywhere and anytime, the only condition is access to the Internet.

Also, distance learning is defined as *"the technology of acquiring knowledge through telecommunications, when the interaction of the learner and the teacher takes place at a distance."* (Cupp, Christian M. and Levine, Phyllis, 1997) The role and requirements for teachers are changing in distance learning. Lectures are only a small part, the learning process orients students to a creative search for information, the ability to independently acquire the necessary knowledge and apply them in solving practical problems using modern technologies. Teachers of distance learning courses must have universal training - to have modern pedagogical and information technologies, to be psychologically ready to work with students in a new educational and cognitive environment. (A. D. Dumford and A. L. Miller, 2018)

Distance learning tools such as discussion forums, e-discussions, mailing lists, create a new learning environment in which students feel an integral part of the team, which increases motivation to learn. Teachers must have methods of creating and maintaining such a learning environment, develop strategies for this interaction between participants in the learning process, increase creative activity and their own skills.

Regulations of the Cabinet of Ministers on distance learning

On March 12, 2020, quarantine was introduced in educational institutions of the city of Kyiv. Order of the Department of Education and Science of the executive body of the Kyiv City Council (Kyiv City State Administration) dated 11.03.2020 № 56 *"On the suspension of the educational process in preschool, general secondary, out-of-school, professional (vocational) education of all types and forms of ownership, higher Education of I-II levels of accreditation and BorysHrinchenko University of Kyiv"* provided for the organization of training of students of

general secondary education, ensuring the use of various forms of distance learning, taking into account the possibilities of electronic educational resources, as well as explanatory work among participants (teachers, parents), provide relevant information and publish it on the websites of educational institutions. (Order of the Ministry of Education and Science of Ukraine "On Approval of the Regulations on Distance Learning". №466, 25.04.2013)

From the first days of organization of the educational process in new conditions with the use of elements of distance learning pedagogical teams must carefully study the current legal framework on this issue to prevent violations of the rights of participants in the educational process and sanitary norms.

Article 4 of the Law of Ukraine "On Complete General Secondary Education" "Levels, Terms and Forms of Complete General Secondary Education" stipulates that, along with other forms of education, education may be obtained remotely. (Order of the Ministry of Education and Science of Ukraine "On Approval of the Regulations on Distance Learning". №466, 25.04.2013) This is the legal basis for the organization of distance learning. The main document in this regard is the Regulation on distance learning, approved by the order of the Ministry of Education and Science of Ukraine from 25.04.2013 № 466, registered in the Ministry of Justice of Ukraine on April 30, 2013 under № 703/23235 with changes and additions made by orders of MES of Ukraine № 660 of 01.06.2013, № 761 of 14.07.2015 (hereinafter - the Regulations). (Order of the Ministry of Education and Science of Ukraine "On Approval of the Regulations on Distance Learning". №466, 25.04.2013) It is important to keep in mind that the Regulations do not provide for simultaneous classes with the whole class and apply to individual students with special educational needs, gifted or those living outside the city. Section I states that **distance learning means an individualized process of acquiring knowledge, skills, abilities and ways of human cognitive activity, which occurs mainly through the indirect interaction of distant participants in the learning process in a specialized environment.** (Наказ МОН України від 14.07.2015 р)

Guided by the provisions of Article 9 of the Law of Ukraine "On Complete General Secondary Education" to ensure the teaching of subjects in ways which are most appropriate for people of appropriate age, taking into account the needs of students with special educational needs, using developmental tools and teaching methods. (Наказ МОН України від 14.07.2015 р)

Searches for all available information resources that provide the possibility of distance learning individually, in a group of students or as a whole class. After that, class teachers, in an ethical and correct manner, through an individual conversation with the parents of students, are instructed to gather information about technical capacity, the atmosphere in the family, to obtain parental consent to study remotely. At the same time, the administration of the educational

institution is studying the technical capabilities of teachers to carry out such training from home. In some cases, teachers may be given the opportunity to temporarily use school equipment, help with connecting to the Internet. (Order of the Ministry of Education and Science of Ukraine "On Approval of the Regulations on Distance Learning". №466, 25.04.2013)

According to the information published on the website of the Ministry of Education and Science, Ukraine has issued laws on the introduction of distance learning in Ukraine. On this site 17 documents can be found which describe this procedure in educational institutions. (Order of the Ministry of Education and Science of Ukraine "On Approval of the Regulations on Distance Learning". №466, 25.04.2013)

In addition, as mentioned above, the document on which distance learning is based is an order - Regulation of 08.09.2020 № 1115. This document describes certain meanings and processes of distance learning. In particular, the second point of the general provision stands out (Order of the Ministry of Education and Science of Ukraine "On Approval of the Regulations on Distance Learning". №466, 25.04.2013):

- asynchronous mode - interaction between the subjects of distance learning, during which participants interact with each other with a delay in time, using interactive educational platforms, e-mail, forums, social networks, etc.;
- electronic educational resources on subjects (integrated courses) - teaching aids on digital media of any type or placed in information and telecommunication systems, which are reproduced by electronic technical means and can be used in the educational process in the study of individual subjects (integrated courses);
- electronic educational environment - a set of conditions for learning, education and development of students, provided by modern educational, information and communication (digital) technologies;
- distance learning - organization of the educational process (by distance learning or by using distance learning technologies in various forms of education) in the distance of its participants and their usually indirect interaction in the educational environment, which operates on the basis of modern education, information and communication (digital) technologies;
- information and telecommunication system of distance learning (electronic educational platform) - software and hardware complex that combines a system of electronic educational resources, software for creating, accumulating and accessing such resources, as well as for organizing the educational process in

distance learning (including effective interaction of participants in the educational process and control over learning);

- information and communication (digital) distance learning technologies - technologies for creating, accumulating, storing and accessing electronic educational resources in academic subjects (integrated courses), as well as ensuring the organization and support of the educational process with specialized software and information and communication tools. communications, including the Internet;
- synchronous mode - interaction between the subjects of distance learning, during which participants are simultaneously in the electronic educational environment or communicate through audio and video conferencing;
- distance learning management system - software designed for the organization of the educational process, effective interaction of participants in the educational process and control over learning via the Internet (including electronic class schedules, electronic class journals / diaries);
- subjects of distance learning - students, teachers, parents or other legal representatives of minor students (hereinafter - parents), children's assistants who participate in the educational process by distance learning or using distance learning technologies;
- distance learning technologies - a set of educational technologies (developmental, design, blended, differentiated, programmed, modular learning technologies, etc.), as well as
 - information and communication (digital) technologies that enable the implementation of distance learning in educational institutions.

In general, the recommendations shown in table 1 can be separated from this document.

Use the legal framework for the organization of distance learning.
Conduct administrative meetings with all categories of employees of educational institutions.
Provide instructions to study the state of security and the availability of conditions for distance learning for students of educational institutions.
Examine the state of supply and, if necessary, provide teachers with computer equipment.
Monitor distance platforms and digital services and approve those that are most suitable for students and teachers for distance learning, taking into account the specifics of the educational process of the educational institution.
Organize training of teaching staff.
Carry out work on making changes in the calendar-thematic planning of teachers in order to integrate and consolidate educational material with the approval of these changes.
Approve updated lesson schedules and classes.
Ensure the functioning and updating of the site of the educational institution.
Develop and inform employees of the procedure for accounting for working time and maintaining the necessary documentation.
Contribute to the dissemination of teachers' experience on the website of the educational institution and other educational information resources.
Develop measures to provide various forms of communication with parents, organize counseling centers, etc.

Table 1: General recommendations for the actions of the administration of the educational institution regarding the organization of distance learning

Based on these criteria, it can be concluded that for distance learning it is necessary to have equipment with access to Internet resources, be sure to have a meeting on changes in the calendar-thematic planning of teachers to integrate and consolidate educational material with approval of these changes and develop measures to ensure various forms of communication with parents, to organize the work of counseling centers, etc.

Structure and functions of the distance learning system

Before conducting and describing the distance learning process, it is worth describing who implements distance learning and who usually manages the whole process. The distance learning system is managed by the **coordination council, The Ministry of Education and Science and the heads of educational institutions** that have established centers in their

educational institutions with a distance learning system of a certain level (Опанасюк Ю. І.,2017):.

Other central executive bodies, which are in charge of distance learning educational institutions, may participate in the administration, primarily through their participation in the work of the Coordinating Council.

The structure of distance learning includes the Coordinating Council for the Development of Distance Learning in the Ministry of Education and Science (hereinafter - the Coordinating Council), the Commission for Coordination of certain areas of development, the main, regional, local centers of distance learning are connected by specialized information and communication networks. The process of distance learning is a difficult and quite long process, because everything must work skillfully and efficiently(Опанасюк Ю. І.,2017):.

The Coordinating Council is an advisory body to the Ministry of Education, which coordinates the formation and implementation of state development of the distance learning structure. In addition, the commissions under the Coordinating Council are separate organizational structures of the Coordinating Council, which decide on the development of the structure of distance learning in the following main areas(Order of the Ministry of Education and Science of Ukraine "On Approval of the Regulations on Distance Learning". №466, 25.04.2013)::

- regulatory and organizational support;
- scientific and methodological support;
- system support and standardization of distance learning;
- logistics;
- staffing;
- quality monitoring, examination and certification of distance learning.

The structure of distance learning primarily provides: current coordination of work on the development of distance learning, in particular in the development of legal documents on activities, scientific foundations of distance learning, including distance learning technologies and its scientific, technical, personnel and logistical support, criteria development , means and systems of quality control of distance learning; implementation of educational activities on distance learning technologies in specialties for which distance learning courses have been developed by various institutions; approbation of new distance courses offered by different conditions of the real educational process; consulting support for the activities of educational institutions, institutions for the development and implementation of educational technology or

their individual elements in the educational process; participation in international cooperation in the field of distance learning (Зайка С.,2020):.

Regional centers of distance learning structures are structural units of leading institutions of III-IV levels of accreditation in regional centers of Ukraine, providing distance learning within the structure, a feature of telecommunications and organizational support of other distance learning centers in the regions to implement distance learning technologies. (Мартиненко О. Є.,2019)

When considering the functions of distance learning, the most important factor is that the student gets an education and knowledge despite the non-standard conditions. Characterizing the communication between teacher and student, such functions can be highlighted as promoting self-education as the basis of distance learning, which involves student self-motivation for their own learning, as well as a certain level of self-organization. It is also a communication between teacher and student on the principle of "one to one", which corresponds to the form and content of individual counseling; communication and interaction with each other does not preclude the interaction of "one to many", because the teacher, according to a pre-arranged schedule, works with many students. This form of interaction is reminiscent of traditional classroom learning. Accordingly, another function stands out, such as the interaction of "many to many", which means that it is possible to simultaneously communicate with many students who share experiences and impressions. (Мартиненко О. Є.,2019)

It is necessary to take into account education not only in schools, but also in higher educational institutions. With all methods of training in the training of future skilled workers, the only goal remains the same - to create optimal conditions in the educational environment for students to master the necessary set of competencies for quality professional activities. Thus, the guiding function of distance learning is organizational, which sets the participants to work on the development, understanding, if necessary, transfer and, ultimately, - mastering the knowledge provided by the information resource. Such considerations lead to the separation of the next function of distance learning - educational and cognitive.(Hansen, Brian,. 2004)

Acquisition of "media", "network" skills contribute to the formation of the student as a full-fledged subject of information and communication environment. (Morze, N. Hlazunova, O., 2008) Presentation, transmission, storage and processing of educational material implemented through information and telecommunications services, the ability to implement direct joint activities in the electronic environment, coordination, ability to work with information and training resources, methods, methods and means of obtaining, storing, structuring and processing information - determine the content of communication as one of the descriptors of the National Qualifications Framework. The point is that distance learning technologies also provide a

communication function in the system of professional training of skilled workers.(Hansen, Brian,. 2004)

Analyzing all the above in part 1, such values can be distinguished as distance learning, the order issued by the Ministry of Education and Science of Ukraine and the structure of distance learning. Distance learning is primarily a set of measures of the educational process, which are based on traditional principles, as well as the latest information and technological systems, taking into account the capabilities of the knowledge seeker.

Distance learning can take place exclusively according to the criteria issued by the Ministry of Education and Science of Ukraine and be based on such a structure as maintaining the relationship between the authorities that issue certain instructions. The main function of distance learning, as well as traditional, is the transfer of new knowledge.

PART II. ADVANTAGES AND DISADVANTAGES OF DISTANCE LEARNING

Advantages of distance learning

Distance learning has affected students in different ways. Some find many advantages in it, while others find disadvantages. It all depends on the motivation of students, the quality of lessons, the quality of technical equipment and so on.

The main advantages of distance learning are that students save time - they can get up half an hour later, can drink coffee at home and they do not need to wait for transport or in cloudy weather to think about how to get home.

When using distance learning, different methods of conveying educational methodological information to higher education students of different categories can be used (abstracts and abstracts, interactive lectures and seminars). (Morze, N. Hlazunova, O., 2008) Today, you can get almost any knowledge remotely, from short-term courses to higher education, but this form of education is not suitable for everyone and not in all cases. Lifelong learning is a must in today's world, but the time of specialists is written in minutes. (Кузьмина Ирина, 2011) Distance education helps to solve this problem over time. In addition, distance education is cheaper, and for some it is the best way to get an education. It is also important that distance education solves the problem of professional development of those who live and work in the regions and for whom moving to another city is associated with many problems. (Кузьмина Ирина, 2011)

In general, the benefits of distance learning for pupils and students can be grouped as follows (Morze, N. Hlazunova, O., 2008):

- Ability to master the maximum amount of knowledge required cannot be included in the usual classroom forms and forms preparatory courses;
- Ability to educate people in remote hard-to-reach areas;
- Possibility of parental control over the level of students' knowledge;
- Ability to centralize the educational process in different regions;
- Mixing the boundaries between full-time and part-time forms of education;
- Providing educational services in comfortable conditions.

How can this manifest itself? First of all, it should be noted that not all schools are well equipped. Therefore, in some classrooms during the English lesson there may be no interactive whiteboards, projectors or certain equipment for listening. Thus, the lesson can be a bit boring

for students through the study of theory and practice in exercises from school textbooks. Distance learning allows teachers to show videos, share files with relevant and interesting materials and show presentations that would be useful and motivate students to learn English. (A. D. Dumford and A. L. Miller,2018)

The second advantage is for those who live far from the place of study. Meetings usually take a long time, as you still need to adjust to the schedule of traffic. Thanks to online learning, students can save from 30 minutes to 2 hours. This is extremely important, because in this way the student can save a lot of time and devote to his studies or his health. It is worth noting that this is also a great advantage for students due to the fact that some students come to higher education institutions not only from other cities but also from other regions. (A. D. Dumford and A. L. Miller,2018)

It often happens that the student's personality at school and at home is different. In schools, students feel freer among their peers, thus paying more attention to their friends than to studying. The next advantage will be not only for students, but also for parents. Parents can monitor their child's learning process, and the student can pay more attention to learning, as no one will distract him. (АНТОНОВ В. М.,2011)

During distance learning, the boundaries between full-time and part-time learning are mixed. Mostly it works for students. This makes learning flexible and convenient. Distance education provides opportunities for people who may have difficulty attending university in person. This may apply to mothers who stay at home, people who work full time, or the military. Many online education programs allow you to work in your own place, so you can fit your education into your schedule. Flexibility in the distance learning program allows you to learn without interfering with your personal life. (R. Rasmitadila et al, 2020)If you work, you can always plan to attend lectures during a work break, and this will not cause any disruption in personal or professional life. With distance learning courses, students can do their homework from virtually anywhere, with a computer and Internet connection. This allows students to work when and where it is more convenient for them, without problems with squeezing on scheduled classes to an already busy life.

And perhaps the main advantage is the provision of educational services in a comfortable environment. (АНТОНОВ В. М.,2011) At home, the student or pupil will be able to study comfortably, which will positively affect the learning and motivation of the student in general.

Disadvantages of distance learning

Despite a number of advantages, distance learning has a number of disadvantages that cause discomfort during learning. Unfortunately, during the introduction of distance learning, almost every student and teacher faced these shortcomings.

The disadvantages include (A. D. Dumford and A. L. Miller,2018):

- the need for strong motivation to learn
- increased time spent communicating with students as a teacher
- loss of interest in learning
- the problem of identification and academic dishonesty
- lack of personal skills
- lack of development of sociability.

Comfortable conditions are an advantage of distance learning, but it can lead to such a disadvantage as loss of motivation (A. D. Dumford and A. L. Miller,2018). The student feels relaxed and loses motivation to learn, because there is no spirit of competition and thirst for knowledge. Instead, the student prefers to simply attend the lesson and then perform only his personal affairs, which are aimed at his personal interests.

From the teacher's point of view, the big disadvantage is that it is very difficult to devote time to each student (Рацлав В. В.,2010). During distance learning, students can communicate through resources such as Classroom, Viber, Messenger or e-mail. It is much easier to consult students live and discuss certain problems or gaps in student learning.

In addition, learning problems can arise from a loss of interest in learning. (A. D. Dumford and A. L. Miller,2018) Despite the use of Internet resources, supporting materials, videos or presentations, the student may be bored in class due to changes in the learning environment. Because of this, he may be distracted by certain things and be inattentive during the lesson.

Other students who were not very active during the audit classes may be extremely active during distance learning. This can certainly be an advantage, but the fact is that all written works are written directly with the help of Internet resources, and not on the basis of the acquired knowledge of the student. In this format, it is difficult to determine the integrity of the student, as he may know the subject superficially.(Рацлав В. В.,2010

Another extremely important aspect of the educational process is the use of acquired knowledge and skills. (Nesterenko, V.V.,2014) During the lesson there are many opportunities

for the student to show their abilities. These can be role-playing games, completing tasks at the board, and for students - the use of skills in practice, ie in a possible place of future work. Thanks to such activities, the student will gain not only experience but also self-confidence and motivation to learn. However, these procedures cannot be performed during distance learning.

And like everyone, a student needs socialization. Being locked in a room and doing a lot of homework is harmful to both the mental and physical health of the student. Students need to have friends or classmates with whom he can share both his victories and failures.

Weighing the pros and cons, you can see that they are almost at the same level. Distance learning is not easy. So each student individually determines how he likes to learn.

Comparison of distance learning and traditional learning

During their studies, students acquire knowledge and form their own character and circle of communication. (Труханова Т.,2014) During this process, it is necessary that each student feels comfortable. This is influenced by the environment in which the student is. It is important to note that after the introduction of distance learning, the results of scientific research have changed. It depends on how quickly the student can adapt to change. During traditional learning, students are in the same learning environment, students of about the same age and level of training make up the class, which maintains a mostly permanent staff for the entire period of schooling. (Труханова Т.,2014) The class works according to a single annual plan and program according to the schedule. As a result, children must come to school at the same time of year and at predetermined times of the day. The lesson is usually devoted to one subject, the topic, as a result of which students work on the same material. The work of students in the classroom is managed by the teacher: he evaluates the learning outcomes of the main subject, the level of education of each student individually and at the end of the year decides to transfer students to the next grade. Textbooks are used mainly for homework.

Traditional technology is primarily an authoritarian pedagogy of requirements; learning is very weakly connected with the inner life of the student, with his various requests and needs, there are no conditions for the manifestation of individual abilities, creative manifestations of personality. (Ясулайтис В. А,2005)

The main teaching methods that underlie this technology are explanation combined with clarity; leading activities of students - listening and memorization; the main requirement and the main criterion of efficiency - error-free reproduction of the studied.(Allen, I. E., & Seaman, J., 2010)

In addition, the training includes the basic principles that were adopted by Comenius. The conceptual provisions are (Allen, I. E., & Seaman, J., 2010):

- scientificity;
- expediency;
- consistency and systematicity;
- accessibility;
- strength;
- consciousness and activity;
- clearness;
- connection of theory with practice;
- accounting for age characteristics.

This technology is most characterized by lessons in the formation of new knowledge, skills, abilities and combined lessons (Othman, J., Kadar, R., Umar, N., & Ahmad, N., 2021).

It is worth noting that when conducting online lessons it is much more difficult to follow all the concepts of traditional learning, so the main features and learning environment will change in general.

It is worth noting that online lessons are much more difficult to follow all the concepts of traditional learning, so the main features and learning environment is changing in general.

Attractive features of distance learning are its flexibility, the ability to adapt to the goals and needs of each student; modularity, which makes it possible to structure information both in content and form.

The new role of the teacher is to guide cooperation, respond quickly to unwanted changes and delays in the learning process and make the necessary adjustments.

Control is a key element in supporting motivation and process management. Self-control plays a significant role as a means of forming a person's confidence in their activities and increasing motivation.

Distinctive features of distance learning describe flexibility, as distance learning students generally do not attend regular classes in the form of lectures and seminars, but work at a convenient time, in a convenient place and at a convenient pace, which gives a great advantage for those who cannot or does not want to change their normal life (Othman, J., Kadar, R., Umar, N., & Ahmad, N., 2021). No educational qualification is formally required of a student.

Everyone can study as much as he personally needs to master the subject and the opportunity to obtain the necessary credits for selected courses. The information, in turn, is adapted to the current capabilities of the student and then disseminated to the level chosen by the student.

For students, distance learning programs are based on the modular principle.(R. Rasmitadila et al, 2020) Each individual course creates a holistic view of a particular subject area. This allows a set of independent courses-modules to form a curriculum that meets individual or group (for example, for the staff of an individual firm) requirements. Each program has evolutionary opportunities for development in accordance with the strategy and objectives of learning.(Othman, J., Kadar, R., Umar, N., & Ahmad, N., 2021)

At present, the method of estimating the cost of distance learning is not yet fully understood. But the relatively low cost of training can be ensured through the use of concentration and unification of content, through the focus of distance learning technologies on a large number of users, as well as through more efficient use of existing learning space and facilities, such as weekends.(R. Rasmitadila et al, 2020)

Distance learning has a wide impact on the work of the teacher as well. He/She is entrusted with such functions as coordination of the cognitive process, organization of cooperation, adjustment of the taught course, counseling in drawing up an individual curriculum, possible change of educational trajectory, management of educational projects, etc.(S. Kushner Gadarian, S. W. Goodman, and T. B. Pepinsky,2020) It helps students in their professional self-determination. Asynchronous, as a rule, the interaction of students and teachers allows you to analyze incoming information and respond to it at a convenient time for correspondents. Means of asynchronous interaction are electronic, voice mail or electronic computer networks. (S.KushnerGadarian, S. W. Goodman, and T. B. Pepinsky,2020)

Specialized quality control of education. Distance forms of exams, interviews, practical, course and project works, computer testing systems are used as forms of control in distance learning. (Othman, J., Kadar, R., Umar, N., & Ahmad, N., 2021) It should be emphasized that the problem of quality control of distance learning, its compliance with educational standards, is fundamental to the success of the whole system. Academic recognition of distance learning courses, the possibility of crediting their completion by traditional educational institutions depends on the success of its solution. It should also be noted that in distance learning control is present in two forms - self-control, which accompanies the entire learning process, and reporting control, which draws conclusions about the quality of learning.

Use of specialized technologies and teaching aids. Distance learning technology is a set of methods, forms and means of interaction with a person in the process of independent but controlled assimilation of a certain array of knowledge about information and its application in personal activities.

In general, the main differences between traditional and distance learning can be shown in table 2.

Traditional education	Distance Learning
Reproduction of teacher's knowledge to students	Focus on achieving student learning goals
Use of certain educational technologies	Using a variety of teaching methods, technologies and tools
Use of certain forms of learning	Introduction of active forms in the learning process
The main role of the teacher is a source of information for the student	Creating an environment and supporting the student in the process of mastering the curriculum
Lack of feedback	Constant feedback
Rigid, static program structure	Flexible, dynamic, modular program
Normative assessment of learning outcomes	Clear definition of competence criteria
Assessment for a full course of study	Evaluation of each work separately

Table2: Comparison of distance learning and traditional learning

Based on this comparison, we can conclude that each of these forms of education has its advantages and disadvantages as well.

Impact and consequences of distance learning

Today, distance learning has become a part of everyday life. Especially in the conditions of the epidemic of covid and war, it is difficult for pupils and students to imagine everyday life without this phenomenon. This type of education was the only way out of the difficult situation. However, distance education has its impact and consequences.(Understanding the Effect of Distance Learning vs. Face-to-Face Learning Experiences on Students' Engagement in Higher Education Zoncita D. Norman, Ph.D. (Graduated) Doctoral Program in Leadership Studies Gonzaga University November 20, 2020)

Distance learning has the greatest impact on the mental and physical health of students, as they suddenly needed to change their learning environment. As a result, there may be a deterioration in health.(S. Kushner Gadarian, S. W. Goodman, and T. B. Pepinsky,2020)

Immobility does not allow a person to train the heart muscle and blood vessels in sufficient volume, due to the fact that the heart rate (pulse) is very low.(IMPACT of distance learning on student mental health in the COVID-19 pandemic NikolayLyubetsky*, Nikita Bendersky, Tatyana Verina, Lyudmila Demyanova, and Darya Arkhipova Don State Technical University) Therefore, in the future it provokes diseases of the circulatory system: narrowing of the smallest arterial and venous vessels, vegetative-vascular dystonia, hypotension, hypertension, weakness of the heart muscle (myocardium).

A sedentary, sedentary student lifestyle leads to hypodynamics. As a result, there is a negative impact on organ systems, musculoskeletal system, which directly affects psycho-emotional state of the organism. This leads to a slowdown blood circulation, resulting in reduced oxygen supply to all organs and systems. The body does not have time to renew during mental stress. Decomposition products (oxidation) do not have time to be excreted from the body. As a result, the quality of assimilation of new material and the speed of its processing deteriorates. (IMPACT of distance learning on student mental health in the COVID-19 pandemic NikolayLyubetsky*, Nikita Bendersky, Tatyana Verina, Lyudmila Demyanova, and Darya Arkhipova Don State Technical University)

Hypodynamia adversely affects the back muscles and vertebrae pillar, the distance between the vertebral discs decreases and contributes development of diseases such as osteochondrosis, scoliosis, stooping and others.(IMPACT of distance learning on student mental health in the COVID-19 pandemic NikolayLyubetsky*, Nikita Bendersky, Tatyana Verina, Lyudmila Demyanova, and Darya Arkhipova Don State Technical University)

Since the student is constantly sitting - the muscles of the spine are in a static position, which causes muscle spasms and as a result is accompanied by headaches and general discomfort. Osteoarthritis of the knee joints can develop, which is a slowly progressive degenerative disease in which there is a gradual depletion of articular cartilage.

In addition to the negative consequences, distance learning has positive ones. In this way, students can improve their knowledge due to favorable conditions.

At the present stage in the science of education arises the need to create pedagogical innovations technologies that provide in the educational process full development of the personality of each student, his activity sitting at home at the computer. (S. Kushner Gadarian, S. W. Goodman, and T. B. Pepinsky, "Partisanship, Health Behavior, and Policy Attitudes in the Early Stages of the COVID-19 Pandemic," SSRN Journal, 2020)

The teacher needs to create a method of online learning, in which students would seek to obtain new results of their work and could continue to successfully apply them in practice. Now we need to think about what awaits our students. It is known that in the future applicants need a huge stock of knowledge not only in their chosen specialty, but also in the field of modern technology. Knowledge of a foreign language is now required during employment. (S. Kushner Gadarian, S. W. Goodman, and T. B. Pepinsky, "Partisanship, Health Behavior, and Policy Attitudes in the Early Stages of the COVID-19 Pandemic," SSRN Journal, 2020)

This increases the motivation to learn the languages of international communication. Accordingly, there is a growing need to use a foreign language not only in everyday life but also in the professional sphere. New tasks involve changes in ownership requirements language, defining new approaches to the content and organization of the material. But when teaching students, it is important to keep in mind that modern online learning makes it difficult to absorb new information. (S. Kushner Gadarian, S. W. Goodman, and T. B. Pepinsky, "Partisanship, Health Behavior, and Policy Attitudes in the Early Stages of the COVID-19 Pandemic," SSRN Journal, 2020)

Western methodologists have proposed an interactive approach to online learning, which has recently become widely used in foreign language teaching. (M. Mailizar, A. Almanthari, S. Maulina, and S. Bruce, 2020)

The main goal of the interactive methodology is to develop skills of independent learning, searching from stories and learning through the screen. At the same time there should be mutual communication of students with each other. (Michael, 2020)

By interacting, students increase their vocabulary by reading, listening to authentic linguistic material, and completing common tasks. During the interactive interaction, students use their language skills in situations that are close to real life. It should be noted that interactive exercises and tasks aimed not only and not so much at consolidating already studied material, but at learning new ones, and this is the main difference between interactive methods of teaching a foreign language from traditional.

According to experts Nikita Bendersky, Tatyana Verina, Lyudmila Demyanova, and Darya Arkhipova interactive methods in online learning, which are used in the learning process, must meet the following requirements (IMPACT of distance learning on student mental health in the COVID-19 pandemic Nikolay Lyubetsky*, Nikita Bendersky, Tatyana Verina, Lyudmila Demyanova, and Darya Arkhipova Don State Technical University):

- active, creative, proactive participation of students in the process of acquiring knowledge;
- maximum proximity of results training in the field of practical activities;
- cooperation of students and teachers in planning and implementation of all stages of the online learning process.

Researchers, such as Othman, J., Kadar, R., Umar, N., & Ahmad, N, recommend implementing comprehensive solutions in educational institutions, which include hardware and software, as well as methodological support. The use of computers in the educational process is appropriate if it helps to develop creative abilities, logical thinking, professional skills and abilities, integration in the educational process. It is necessary to teach both the ability to work with certain software products and in a certain environment, and technologies for working with various information: audio and video, graphics, text, tabular and so on.

No matter how the informatization of education develops, the computer will never replace "live" communication with the teacher. If a teacher can talk well about certain events, that's fine, and if he doesn't, no computer can do it for him. But technical devices will help the teacher to vividly illustrate his story. Therefore, a teacher at least needs a media library with a simple interface and wide access.

A computer is a device that should help solving the main task - to learn to learn.

Part 2 describes the advantages and disadvantages of distance learning, comparison with the traditional form of learning, as well as the impact and consequences on student life. An important aspect is that the impact can be both positive (improvement of their abilities) and negative (problems with stress and sedentary lifestyle).

PART III. EMPIRICAL RESEARCH

Participants of the research

During the pedagogical practice, a study was conducted in which students from 5th to 9th grades took part. With the help of this study, students' perception of information was analyzed and interviewed about interests and motivation in learning traditionally and in distance learning.

A total of 57 students completed the questionnaire. Completion of the questionnaire was not obligatory, but students who answered these questions showed honesty and interest in this study. The goal was not to put pressure on students, as this could harm their psychological state. The age period of 10-11 years is characterized by the transition from primary school age to adolescence. Like any transition period, it has its own characteristics and is associated with certain difficulties for students and their parents, as well as for teachers.

Learning activities are complemented by other activities, and all together now they affect the mental development of students. Educational activity remains the main and continues to determine the content of motivational areas of personality. From the beginning of secondary school education, the very concept of "learning" is expanding, because now it can go beyond the classroom, school, can be partially carried out independently, purposefully. Qualitatively changing requirements for the motivation of educational activities.

As for ninth-graders, their intellectual level is close to the mind of an adult, and in some areas even exceeds it. Although this is mostly not the case with such mental abilities as the ability to plan for the future, comprehensively analyze problems, see yourself from other people's point of view.

Compared to eighth graders, 9th graders look a little more balanced. Although they are still worried about their appearance and relationships with others, from the outside it can be almost imperceptible.

Research instruments

During the internship, it was difficult to find an approach that would be comfortable for each student to perform this task. This is why the online survey method was chosen so that none of the students felt pressured. In these circumstances, each student had enough time to answer these questions honestly.

The questionnaire contains 12 test questions, among which there are tests with a choice of several answers. In addition, the questionnaire has three open-ended questions, where students can present their own options.

Survey methods are empirical methods of psychological methods of data collection.

The peculiarity of the survey methods is that the source of psychological information is the knowledge and personal experience of self-observation of the subjects; therefore, the answers received in the questionnaire or interview are not an objective reality, but people's opinion about this reality, which requires analysis and interpretation.

Survey methods include questionnaires and interviews. The questionnaire is a correspondence survey that provides independent and written answers to the proposed questions. This type of questionnaire is individual.

Procedure of the research

The research took place during the pedagogical practice with students in grades 5-9 at a school in the village of Yanoshi. The supervising teacher helped sending out the questionnaire to each class. In addition to filling out the questionnaire, students personally expressed their own opinion. They expressed all the advantages and disadvantages of distance learning, as well as the impact on them.

In order to fill out the questionnaire good internet connection was required.

Based on the number of respondents a detailed analysis could be conducted.

3.4. Results

In total, as described above, there were 12 test questions and three open-ended questions in this survey. All the results of the research are given below in the form of a diagram and quoting students' answers.

The first question was a requirement to indicate your class. According to the results below, most students filled out the questionnaire from 6th grade - 15 students, which is 26.3%. The following indicator indicates the number of respondents in 5th grade - 13 students, which is 22.8%. The number of ninth-graders who answered the questionnaire was 11 students (19.3%), seventh-graders - 10 (17.5%) and eighth-graders - 8 (14%)

Choose your grade:

57 válasz

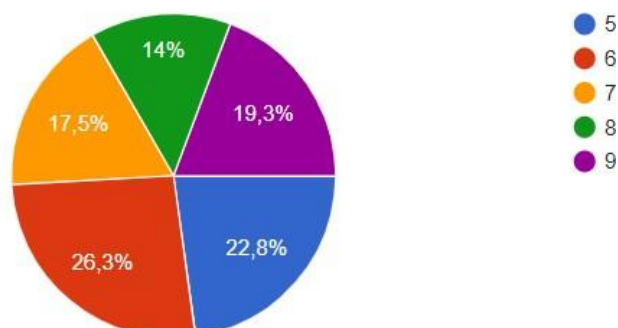


Diagram 1: Rate of participation

The second question gathered information about the attitude toward the form of learning. There were two options - traditional (offline) or distance learning (online). The majority, namely 57.9%, prefer online learning, and 42.1% - traditional offline learning.

What form of education do you like more?

57 válasz

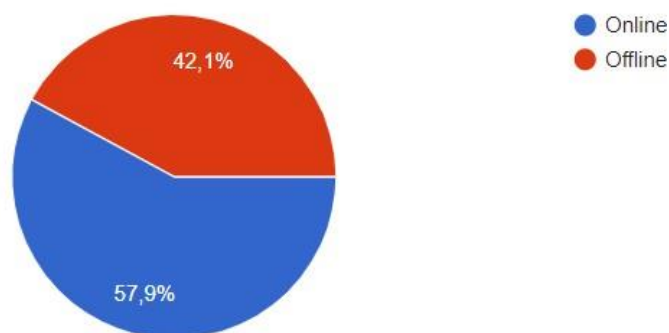


Diagram 2: Form of education

The third question concerned the teaching of the subject. There were three possible answers to this question, which provided that the teacher uses all the tools and materials to explain the topic, the teacher uses only a book and certain tasks and the option that the teacher uses some teaching aids. Thus, 56.1% of students are satisfied with the teacher's teaching, 35.1% are satisfied with the teaching, but need teacher help and 8.8% believe that the material is unclear.

Do teachers clearly present the theoretical material that you need to study?



57 válasz

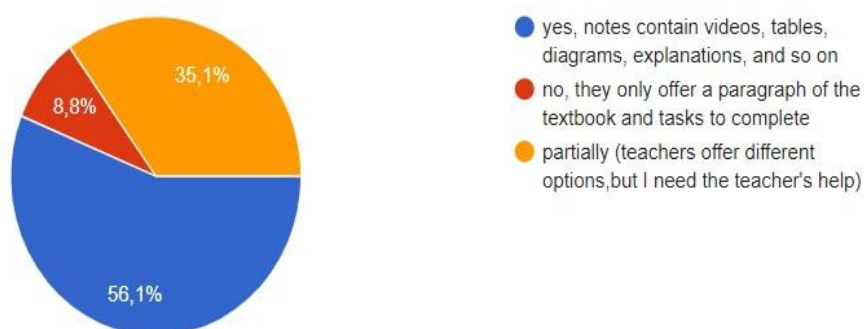


Diagram 3: The quality of teaching

The next question aimed to identify the type of tasks students are given during distance learning. Here several answers could be chosen. 57.9% of the answers indicate that creative tasks are used in the lessons, 54.4% - interactive tasks from various resources, 43.9% - tasks that are compiled personally by the teacher. Particularly positive impact is shown by the fact that only 5.3% use textbook tasks during online lessons. 1.8% of the total respondents claim that the teacher does not give tasks.

What tasks are offered to you most often?



57 válasz

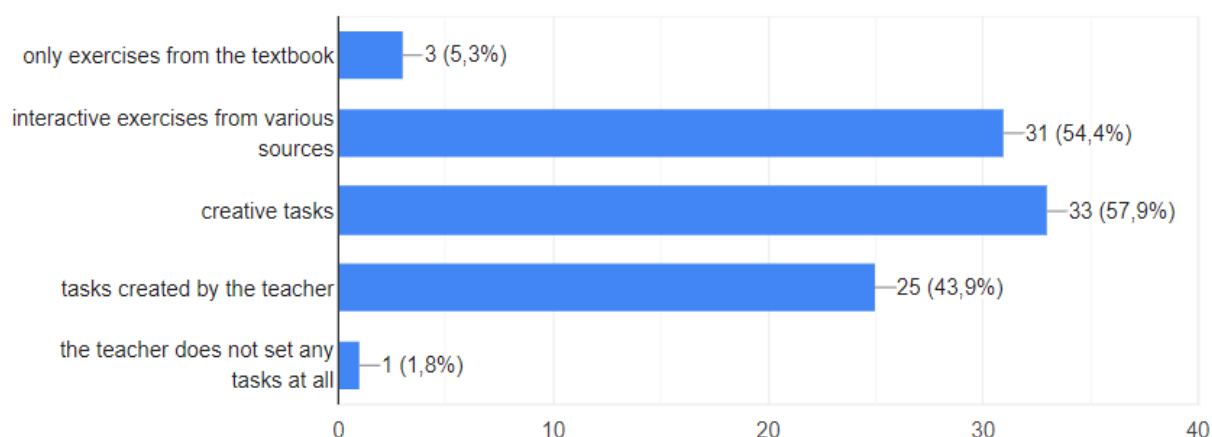


Diagram 4: Tasks during online lessons

The purpose of the next question was to discover how students perceive distance learning and what is the most difficult. There were also several options to choose from. Thus, in this issue, 52.6% chose the study of theory, which means that the perception of theoretical

foundations remotely is a very difficult process for students. The same numbers of answers (33.3%) were received for completing tasks and lack of communication with the teacher.

Which is the most difficult part of studying for you?

 Másolás

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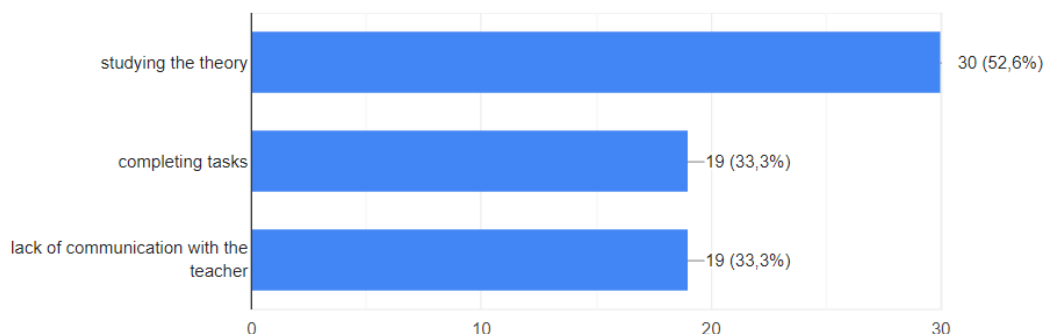


Diagram 5: The difficulty of distance learning

According to researchers, distance learning often has a negative impact on health. Therefore the importance of the next question is undeniable. The question was whether the teacher gives time to rest. 80.7% said they were given time to rest, 19.3% said the opposite.

Do teachers provide time for rest, exercise, etc. when you master their subject?

57 válasz

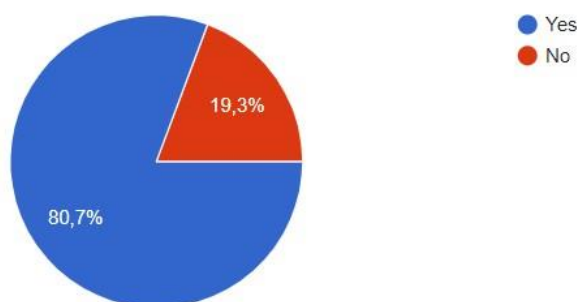


Diagram 6: Providing rest time

The following question gathered information about the amount of homework students receive. Students openly say that they are given too much homework, which makes students mentally and physically exhausted. 64.9% answered that the number of homework is one or two tasks, 29.8% are dissatisfied with the number of homework and say that they are given a lot of homework. Also, 5.3% said that the teacher does not give written homework at all.

What is the scope of homework?

 Másolás

57 válasz

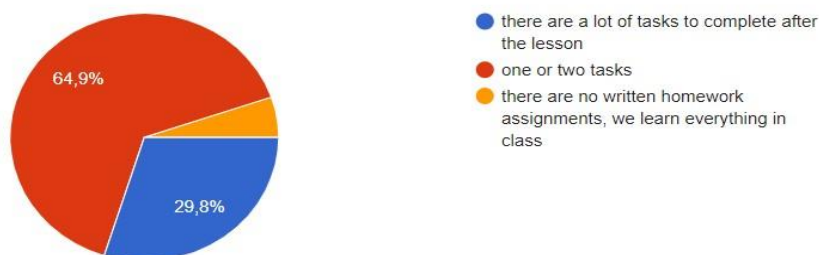


Diagram 7: The amount of homework

Support and assistance from relatives is also an important aspect of learning. Students are usually helped by their parents. The following question collected information about the assistance of studying. Students answered that in 49.1% of cases, parents help their children with tasks if children ask for it. 35.1% of students study everything on their own without help, and 15.8% of students are always helped by their parents. On the one hand, this can have a positive effect on the moral health of the student, because he/she will be confident that he/she will always be supported and he/she has someone to turn to for help, but it can also be a negative impact, as the student may grow up dependent.

Do your parents help you with your studies?

 Másolás

57 válasz

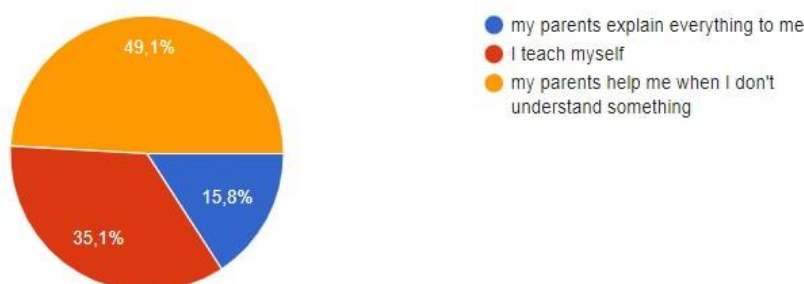


Diagram 8: The help from parents

The teacher's relationship with students is an extremely important element of the learning process. It is important for the teacher to be able to personally explain the problems that may arise during the learning process. The next question was to determine the ability of students to communicate with the teacher. 47.4% of respondents said they did not need it, 33.3% said they could keep in touch with the teacher, and 19.3% said the opposite.

Do you have the opportunity to communicate with the teacher and ask them questions?

57 válasz

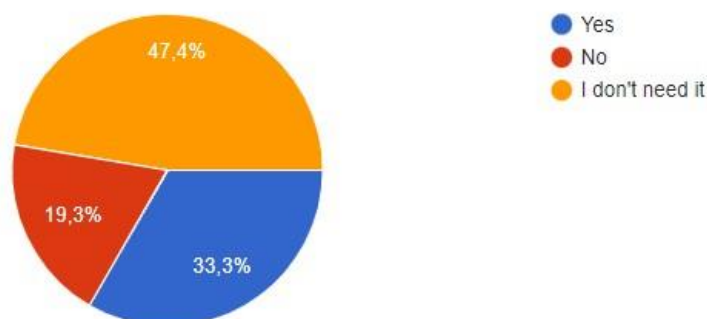


Diagram 9: Communication with the teacher

Since there are difficulties during distance learning, in the next question the students were introduced to the most common shortcomings and problems of distance learning. Among them were a large volume of tasks, some lack of equipment and non-compliance with the daily routine. The reason that causes the most difficulties is non-compliance with the daily routine, 57.9% voted for it. The routine to which the students are accustomed has disappeared and they are forced to look for some compromises within their home. 42.1% said that during distance learning they had problems because of the equipment, and in 19.3% difficulties arise because of the large volume of tasks they have to perform.

What difficulties did you have during Distance Learning?

 Máso

57 válasz

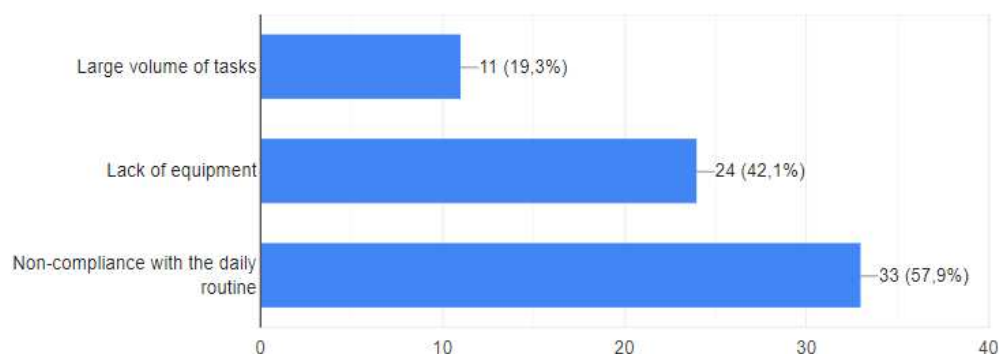


Diagram 10: Difficulties during distance learning

During distance learning, students can monitor the learning process themselves. According to the survey, 49.1% did not notice any changes in their own process of achievement, 29.8% were able to improve their achievements, and 21.1% worsened.

Do you see changes in your achievements?

57 válasz

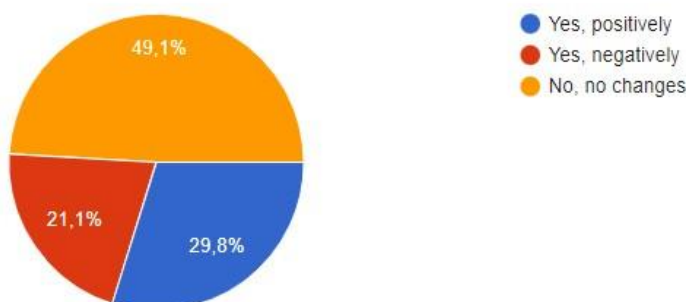


Diagram 11: Changes in achievement

To conduct lessons, certain relationships are required, where materials can be shown, the camera and the microphone works well. According to the survey, the most commonly used platforms for distance learning are Google Classroom (84.2%), which is necessary during the educational process during distance learning, Meet (80.7%), where you can spend unlimited hours of lessons and presentations, or other materials during the lesson and Zoom (40.4%), where there are time limits, namely 40 minutes per entry.

Which online platforms did you use during Distance Learning?

Másolás

57 válasz

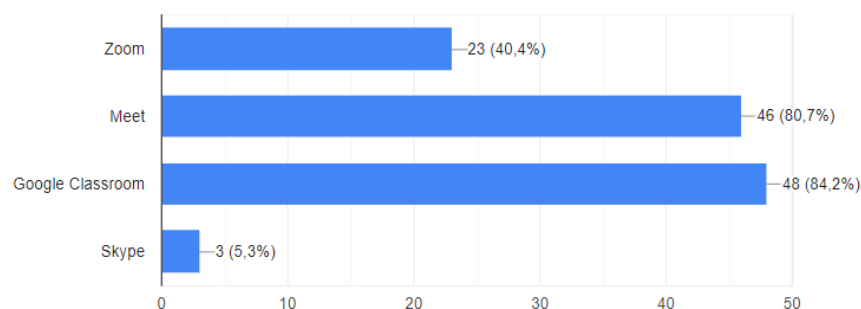


Diagram 12: Platforms used for distance learning

The first open-ended question gathered information about what students like about distance learning, students mostly gave answers about comfortable conditions: *the ability to sleep more, no problems with how to get to school, and many students said that distance learning*

material is much more interesting.

What do you like about distance learning?

57 válasz

I understand better the material

Nothing

Interesting tasks

It's easier to connect the lesson

Watching videos

That lessons are shorter and I can learn at home

Tasks are more interesting

I can sleep more in the morning and try to study in unusual condition

It's more easier to be present at the lessons

In addition to test questions, the questionnaire asked what shortcomings students had during distance learning. The most common problems were *problems with the Internet connection, lack of time to complete all tasks and the fact that students were bored and missed communicating with their classmates.*

What are the disadvantages of distance learning?

57 válasz

Problems with internet connection

Lack of communication

Miss my classmates

Lack of communication with my classmates

Lack of time

Lack of communication with friends

Lack of communication

Lack of communication and time

Boring to study alone

The last question in this questionnaire was about changes, namely what would students change in distance learning. Most students said that they would *add more exercises to develop communication habits, add more interactive exercises, videos and games, and that they would like feedback from the teacher on the quality of their work*. The answers to this question are attached below.

What would you change about online lessons?

57 válasz

More speaking exercises

Maybe teachers can give more feedbacks about our homework and skills

That at lesson will be more short videos and interesting short stories

I want to improve my communication skills and get less homework

Want to join offline classes

I would add more interactive tasks

I want to have more time for completing tasks

Maybe add more games and videos

I want to have less homework

Findings and Discussion

According to this study, it is impossible to give an unambiguous answer about distance learning. The students were divided into two groups. The first group sees a lot of advantages in distance learning, they had the opportunity to improve their knowledge in new conditions and use them. They take advantage of comfortable learning conditions, better material during lessons and better perception of the material and, accordingly, increased motivation. It is distance learning in this case that teaches to adapt to new conditions and learn to learn.

The second group reacted negatively to these changes. They prefer to study in the traditional way at school, despite finding benefits from online lessons. However, their achievements have deteriorated. Some students had problems with the equipment, while others had problems with the number of tasks assigned to them.

It is important to note that the relationship with others is also important. Thus, there were students who asked for help from their parents, while others did it themselves. Some students also lacked feedback from the teacher, others did not need it at all or had no problems with it.

CONCLUSION

Distance learning is an important aspect of modern life. Distance learning is a new form of learning, which took into account the methods of traditional school teaching and made adjustments in the teaching of lessons with the help of technological resources. We live in the age of information technology, when every home has at least one device with Internet access. Computer, laptop, tablet, smartphone - all these devices allow fully learning or working without leaving home.

This thesis analyzed the content of distance learning, its structure and functions, highlights the advantages and disadvantages of this form of learning and emphasizes the impact on life and achievement of students. The combination of education and the Internet has many pros and cons.

In addition, this work highlighted the main form of traditional and distance learning and compared their main features. Thus, all the tasks at the beginning of writing the thesis were completed.

In terms of teaching English, this study shows why distance learning is also an important aspect and helps students develop their abilities.

Despite the fact that distant learning is incredibly flexible and comfortable, it cannot provide a complete "school experience". Many students still value working with other students and collaborating closely with teachers.

Furthermore, some courses cannot be taught over the Internet, resulting in some distance learning limits. There is another issue and it is linked to technology. Not every learner is confident in using virtual classrooms well. Apart from students, teachers are also reluctant to switch from the traditional methods to technology-oriented approaches.

All the results of the study were analyzed and presented in the form of diagrams, which were used to calculate the number of students who are satisfied with this form of education and their feedback on this.

РЕЗЮМЕ

Дистанційне навчання є важливим аспектом сучасного життя. Нова форма, яка взяла до уваги і методику викладання традиційної школи, і внесла корективи у викладанні уроків за допомогою технологічних ресурсів. Ми живемо в еру інформаційних технологій, коли у кожному будинку є принаймні один девайс з виходом в Інтернет. Комп'ютер, ноутбук, планшет, смартфон — всі ці пристрої дозволяють повноцінно навчатися або працювати не виходячи з будинку.

У даній дипломній роботі було проаналізовано зміст дистанційного навчання, його структуру та функції, висвітлено переваги та недоліки даної форми навчання та підкреслено вплив на життя та досягнення учнів. Поєднання освіти і можливостей Інтернету має багато позитивних та негативних сторін.

Окрім цього дана робота висвітлила основну форму традиційного навчання та дистанційного і порівняла їх головні ознаки. Таким чином, усі поставлені завдання на початку написання дипломної роботи були виконані.

Перша та друга частина присвячена теоретичним засадам дистанційного навчання, а третя полягає в дослідженні огляду різноманітних думок щодо дистанційного навчання та дає змогу ефективно використовувати дистанційне навчання. Під час даного дослідження було надано відповідь на такі питання як:

- Чому важлива основа дистанційного навчання?
- Які є корисні методи для знайомства з дистанційним навчанням?
- Які думки виникають у студентів щодо дистанційного навчання?
- Які труднощі виникають у студентів щодо дистанційного навчання?

З точки зору викладання уроків англійської мови, дане дослідження показує, чому дистанційне навчання також є важливим аспектом та допомагає учням розвивати свої здібності.

Усі результати дослідження проаналізовані та зображені у вигляді діаграм, за допомогою яких було вираховано кількість учнів, які задоволені данною формою навчання та їх відгуки стосовно цього.

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APPENDIX

Choose your grade:

- 5
- 6
- 7
- 8
- 9

2. What form of education do you like more?

- Online
- Offline

3. Do teachers clearly present the theoretical material that you need to study?

- yes, notes contain videos, tables, diagrams, explanations, and so on
- no, they only offer a paragraph of the textbook and tasks to complete
- partially (teachers offer different options, but I need the teacher's help)

4. What tasks are offered to you most often?

- only exercises from the textbook
- interactive exercises from various sources
- creative tasks
- tasks created by the teacher
- the teacher does not set any tasks at all

5. Which is the most difficult part of studying for you?

- studying the theory
- completing tasks
- lack of communication with the teacher

6. Do teachers provide time for rest, exercise, etc. when you master their subject?

- Yes
- No

7. What is the scope of homework?

- there are a lot of tasks to complete after the lesson

- one or two tasks
- there are no written homework assignments, we learn everything in class

8. Do your parents help you with your studies?

- my parents explain everything to me
- I teach myself
- my parents help me when I don't understand something

9. Do you have the opportunity to communicate with the teacher and ask them questions?

- yes
- no
- I don't need it

10. What difficulties did you have during Distance Learning?

- Large volume of tasks
- Lack of equipment
- Non-compliance with the daily routine
- Other:

11. Do you see changes in your achievements?

- Yes, positively
- Yes, negatively
- No, no changes

12. Which online platforms did you use during Distance Learning?

- Zoom
- Meet
- Google Classroom
- Skype
- Other:

13. What do you like about distance learning?

14. What are the disadvantages of distance learning?

15. What would you change about online lessons?

ДОДАТОК

Оберіть свій клас

- 5
- 6
- 7
- 8
- 9

2. Яка форма навчання Вам подобається більше?

- Онлайн
- Офлайн

3. Чи зрозуміло подають вчителі теоретичний матеріал, який вам треба вивчити?

- так, конспекти містять відео, таблиці, схеми, пояснення тощо
- ні, пропонують лише параграф підручника і завдання для виконання
- частково (вчителі пропонують різні варіанти,але мені потрібна допомога вчителя)

4. Які завдання вам пропонують найчастіше?

- Тільки вправи з підручника
- Інтерактивні вправи з різних джерел
- Творчі завдання
- завдання, створені вчителем
- вчитель зовсім не задає ніяких завдань

5. Що для вас у навчанні є найважчим?

- Вивчення теорії
- Виконання завдань
- Відсутність спілкування з вчителем

6. Чи передбачають вчителі під час вашого опанування їхнього предмету час для відпочинку, руханки тощо?

- так
- Ні

7. Яким є обсяг домашнього завдання?

- завдань, які треба виконати післяуроку, багато
- одне-два завдання
- письмових домашніх завдань нема, ми все вчимо на уроці

8. Чи допомагають вам батьки у навчанні?

- Мені все пояснюють батьки
- я вчу сам(а)
- батьки допомагають, коли я щось не розумію

9. Чи маєте ви можливість спілкуватися з вчителем, поставити йому запитання?

- так
- ні
- мені це не треба

10. Які труднощі у Вас виникли під час дистанційного навчання?

- Великий обсяг завдань
- Відсутність техніки
- Недотримання режиму дня
- Інше:

11. Чи бачите Ви зміни у ваших досягненнях?

- Так, позитивно
- Так, негативно
- Ні, без змін

12. Якими онлайн-платформами Ви користувалися під час дистанційного навчання?

- Zoom
- Meet
- Classroom
- Skype
- Інше:

13. Що Вам подобається у дистанційному навчанні?

14. Які недоліки дистанційного навчання?

15. Що б Ви змінили на онлайн - уроках?

NYILATKOZAT

Alulírott, Balogh Róbert-Máté angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem, angol nyelv és irodalom tanári diploma megszerzése végett.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.

Beregszász, 2022. június 1.

Balogh Róbert-Máté