Information technologies in language education during the COVID-19 pandemic

Oksana Hrydzhuk – Lyubov Struhanets – Yuriy Struhanets

Abstract
The article presents the experience of online teaching of the discipline "Ukrainian language for professional purposes" in Ukrainian National Forestry University and Ternopil Volodymyr Hnatiuk National Pedagogical University during the COVID-19 pandemic. The research is based on general scientific, specifically scientific and procedural methodological approaches. Basic methods of language learning with projection on information technologies are presented. The results of the study are devoted to the use of information resources (Zoom, Google Meet, Skype, Google Classroom and Moodle) in teaching students. Work with virtual libraries is described. Online assessment of learning outcomes is characterized. The advantages and disadvantages of distance and blended learning are indicated.
Key words: information technologies, distance learning, blended learning, language education, language teaching methods

Introduction
Transition to blended and distance learning in Ukraine
In connection with the spread of acute respiratory disease caused by coronavirus COVID-19 in Ukraine and the world, the National Security and Defense Council of Ukraine in its decision of March 13, 2020 stated that the epidemic situation in Ukraine has become extremely threatening. On March 16, 2020, the Ministry of Education and Science of Ukraine issued an order "About organizational measures to prevent the spread of coronavirus COVID-19", which banned applicants from visiting educational institutions during the quarantine period. Heads of educational institutions had to ensure the implementation of educational programs of educational institutions, in particular by organizing the educational process using distance learning technologies, which does not involve visiting educational institutions by applicants. From March to mid-autumn (the time of preparation of our intelligence), the educational process at universities was different. The organization of study largely depended on which zone the settlement fell into. If in the green or yellow zone, the training could be full-time (traditional), in orange – mixed, in red – distance. In early autumn, quarantine zones in Ukraine are changed every two weeks according to the epidemic situation. Higher education institutions within the autonomy independently determined both the beginning of the academic year and the organization of the educational process depending on such conditions as the provision of space, means of distance learning, the number of academic groups. Unfortunately, in October 2020, the epidemic situation in Ukraine is still difficult. As regular classroom learning became impossible, teachers were forced to adapt traditional teaching methods and techniques to the online format. Therefore, the problem of methodical organization of the educational process with the use of information technology remains extremely relevant.

Due to the spread of information technology, a wide range of tools is available to organize training during the pandemic. Information technology is used to mitigate the negative impact of the crisis on the educational process and to promote continuity of education. "The online learning process has been effectively used to ensure that students continue with their studies during a pandemic" (Chang, 2020: 114).

The purpose of our research is to analyze the features of use of information technology for teaching "Ukrainian language (for professional purposes)" (ULPP) in distance (or online learning) and blended learning in higher education institutions of Ukraine during the COVID-19 pandemic, describe the methods and techniques of teaching that have proved to be most effective in this process, outline the most important issues that should be considered in distance learning.

Research methodology
The complexity of the problem of implementing information technology in language education during the pandemic of COVID-19 determines the search for ways to solve it. The general scientific approaches in the context of our research include systemic, synergetic, complex, which contribute to the systematic research, its constant development, self-improvement of participants in the educational process. In particular, the descriptive method, methods of comparison, analysis and synthesis, classification and systematization were used. The specific scientific level in our study is represented by linguodidactical methods and theories for the organization of language education. The importance of the competency approach through the prism of the modern educational process in universities is growing, when the program results of student learning are considered as a set of key competencies, without which the activity of a specialist in modern society is impossible. Methodology of procedural level (empirical analysis, pedagogical observation) allows to solve problems of methodical nature in specific classes with students. The analysis integrated theoretical analysis and empirical research. A review of the special literature is aimed at forming a theoretical basis for research. Empirical analysis sought to explore the process of online learning of students, to identify its positive and negative aspects.

Analysis of scientific works
Given that methods and computer science have become inseparable components of modern education, Ukrainian universities for two decades have paid much attention to the problem of implementing computer technology training. At the beginning of the XXI century Zhuravskyi in the monograph "Vyshcha osvita yak faktor derzhavotvorennia i kultury v Ukraini" ("*Higher Education as a Factor of State Formation and Culture in Ukraine*") noted that the tasks of universities to implement information technology in the educational process and research include:
- development of special disciplines on the basis of information and Internet technologies communication, educational-methodical and software-hardware support of distance learning;
- development of a network of virtual scientific and educational laboratories, information resources of educational and scientific nature, electronic libraries, information portals;
- creation of normative-legal base, system of licensing and accreditation, mechanisms of multichannel financing (Zhuravsky, 2003: 133).
There is a lot of research on the use of computer technology in the training of specialists in various fields. A number of practical recommendations have been created. For example, the manual "Kompiuterni tekhnolohii v osviti" ("*Computer Technology in Education*") discusses and analyzes modern methods and tools of computer technology in education, which can cardinally increase the efficiency of both teachers and students. It is noted that distance learning is one of the forms of education, which is almost entirely based on the use of computer technology. But these same technologies are used in traditional forms of education (full-time, part-time). Therefore, in the general case, the methods of learning using information and communication technologies are called Computer Based Study or e-learning (Zharkykh et al., 2012.).

Informatization of education depends on the objective conditions and current trends in the information society, which include the following: ensuring the mobility of information and communication activities of users in the information space, further development of mobile-oriented tools and ICT access to electronic data; development of cloud computing and virtualization technology, corporate, public and hybrid ICT infrastructures, as well as the introduction of cloud computing technology; accumulation and processing of significant amounts of digital data, formation and use of electronic information databases and systems, in particular, electronic libraries and scientometric databases (Bazelyuk et al., 2018: 7).

It is gratifying that there are already some systematic studies on the organization of the educational process in Ukraine in quarantine, in particular in schools (Hrynevych et al., 2020). The authors of the analytical notes claim that the right digital tools for distance learning make the educational process as comfortable and efficient as possible, while ignoring them leads to irritation and waste of extra resources (effort, energy and time) of all participants in the educational process. The main difficulties are that there is no single right solution. It all depends on the specific requests. (Hrynevych et al., 2020: 47).

With the support of the International Foundation "Renaissance" within the project "Organization of distance learning at school" prepared guidelines, which set out the general principles of ordering distance education during quarantine due to the coronavirus pandemic, provide background information on tools and platforms for distance learning, specific methods of distance learning (Lototska, Pasichnyk, 2020). Against the background of such works, the need to systematize the achievements in higher education institutions, in particular during the study of linguistic disciplines, is emphasized. Generalize our own experience at the Ukrainian National Forestry University (UNFU) and Ternopil Volodymyr Hnatyuk National Pedagogical University (TNPU).

Results of the research

Means of achieving the educational goal
Next, we consider the algorithm for the use of information technology in the course ULPP at different faculties of universities UNFU and TNPU in the process of preparing students of educational qualification level "bachelor".

ULPP is an academic discipline that is studied in the first or second year in all institutions of higher education in Ukraine. The main purpose of students' education of ULPP is the formation of a high level of linguistic and communicative competence; and the ability to effectively use the state Ukrainian language in future professional activities. Formulation of the purposes of teaching and learning, revision of didactic principles, a choice of reliable methods and receptions of training should be directed on achievement of the educational purpose and the general development of the personality of the student. "The teaching of any subject should be carried out in the context of the future profession of a student as a way of generalizing the knowledge, abilities, and skills acquired by him" (Aitenova et al, 2020: 88). The method of teaching UMPS in the conditions of mixed or distance learning requires updating of methodical tools: approaches, methods, technologies. "Current trends in the development of society and the search for new effective forms and methods of teaching require the teacher to be able to reflectively think and master the content of developing pedagogy and methodology of activity" (Aitenova et al, 2020: 88). We support the opinion of scientists that "at present, the teacher is not the only source of information, and information sources are not just articles of encyclopedias. Since the emergence and development of the Internet, the availability and abundance of information make it extremely important to be able to use electronic sources, to find

the necessary information, to process and systematize, thus obtaining quality knowledge and skills that can be used in practice" (Kostikova, 2014). The global pandemic COVID-19 has made its adjustments in the educational process: regular teaching in the classroom has become impossible, teachers have been forced to adapt traditional teaching methods and techniques to the online format. "The online learning process has been effectively used to ensure that students continue with their studies during a pandemic" (Chang, 2020: 114).

Basic teaching methods
In a pandemic, we used mixed and / or distance learning. Mixed learning is appropriate in cases where practical classes are held in the classroom (face-to-face), and lectures (when there are more than 20 students) the teacher reads online. The expediency of using only distance learning is due to the fact that the university has groups with more than 20 students.

In the conditions of mixed or distance learning, it was important for the teacher to implement qualitatively three groups of basic methods of teaching the Ukrainian language for professional purposes.

1. Methods aimed at improving language knowledge (method of direct interpretation, methods of cognitive orientation (explanation, display of linguistic facts, phenomena, linguistic story, conversation on language material, work with the textbook), methods of educational and educational-scientific cognition of language (hypothesis method, modelling method, comparative, method of analysis of language concepts)). The method of direct interpretation is used in cases when it is necessary to explain the essence of linguistic concepts that a student must learn, for example: logos, ethos, pathos, topos, invention, disposition, eloquence, memory, action, etc. Cognitive methods should be used to explain new educational material, analysis of linguistic facts, phenomena, processes in the historical aspect (for example, the development of terminological systems of forestry and woodworking). Linguistic narrative can relate to any topic, but more often it is combined with conversation and acquires signs of problematic, debatable. Observation of language allows students to understand the patterns of formation and use of certain grammatical forms, syntactic constructions (for example, complex cases of case forms, the possibility of using parallel endings, features of combining surnames and names in address, etc.). In the process of working with the textbook, the student not only independently develops a new topic, but also can clarify the necessary information from an additional source.

Execution of language tasks is aimed at consolidating theoretical knowledge, developing skills of their practical application, checking the level of assimilation of new material. The use of methods of cognitive language tasks (analytical, comparative, proof, etc.) helps the student to develop the ability to comprehend and analyse theoretical material, compare and systematize information collected from different sources, justify their own arguments and convincingly present them. Theoretical methods of educational and educational-scientific cognition of language (method of hypothesis, method of modelling, comparative method, method of analysis of language concepts) can become a basis for formation skills at the student for carrying out scientific research. For educational purposes, we use them to model the process of researching certain linguistic concepts, comparing their features (e.g., professional terms and professionalisms), analysis of the vocabulary of the Ukrainian language (e.g., terms by structure, origin). Research training promotes the activation of students' thinking, forms the ability to combine already learned theoretical material with new; develops the skills of scientific analysis and research skills of students, teaches them to approach the problem creatively, to choose the most effective ways to perform the task.

2. Methods of formation of speech text competence (methods of formation and development of speaking skills, methods of formation and development of writing skills). The use of methods of formation of speech text competence during the study of the discipline helps students to realize their own speech abilities, work on their expansion, enrich the vocabulary (including professional, that is terminological), develop a sense of language in terms of correctness and purity, logic of information presentation, its content, as well as the development of students' speaking skills in general: internal communication skills, strategy, speech tactics, selection and sequence of arguments, choice of lexical means, self-analysis / reflection. We believe that the successful implementation of methods of formation and development of speaking skills is possible under the following basic conditions: the necessary vocabulary of the student, his mental and speech activity, communicative interaction between teacher and students, providing a favourable communicative situation in which the student can overcome psychological difficulties, related to public speaking. Since "the product of the formation of speaking and writing skills is utterance (text)" (Kucheruk, 2011: 195), in the process of gradual development of productive speech at the same time we use methods of developing speaking and writing skills, including: methods of preparation of the message, report, public speech, joint project. The formation of academic writing skills is also facilitated by abstracting scientific sources (students perform it in preparation for classes), compilation of abstracts on the processed scientific article (this task is performed by students as an individual work), formulation of key provisions of their own report (used in the preparation of a speech on a selected topic), editing the text of the document and professional scientific text. The application of communicative methods in the process of learning the Ukrainian language for professional purposes is based on the use of educational communicative situations, on the situational generation of "speech to express personal thoughts and feelings in the process of live discussion" (Kucheruk, 2011: 202).

3. Communicative teaching methods (conversation, discussion, brainstorming, dialogue, case method, etc.). The purpose of communicative methods is seen in the development of students' communication skills. In particular, it is: internal adjustment to communicative interaction, formation of skills of conversation, discussion, taking into account the specifics of their organization and process, consideration of arguments and sequence of their use, planning results, perception of opponent's answers and interpretation, analysis of semantic and logical errors in case of "communicative failure". With the help of elements of the case method we teach students to practically solve situational problems of a problematic nature, for example, hypothetical (temporary employment; meeting of students from other cities who came to the scientific-practical conference, etc.), which allow to develop skills to take a systematic approach to their solution. It should be noted that most of these methods are binary, as they are both forms of learning. Undoubtedly, the most effective methods are those that "involve the psychological interaction of teacher and student" (Baranovska, 2002: 98), provide educational dialogue, allow to form communicative abilities and skills of students and to develop their professional speech.

Features of students online learning
The transformation of the traditional ULPP training course and the development of an effective distance learning course based on it, taking into account the peculiarities of learning a professional language, is a rather difficult task. According to Kandeel, these features "involve learning based on language skills, language practice through interaction and communication, reflection and response to the needs of learners, and achievement of learning objectives" (Kandeel, 2020: 25). Adapting the traditional course of ULPP to distance learning, teachers had to take into account and "should ensure that the course provides learners with support for independent learning,

opportunities for collaboration (peer interaction), and a variety of activities" (Kandeel, 2020: 25). The organization of distance learning, on the one hand, involves the involvement of Internet platforms, determining their potential in working with students (organization of study groups, the opportunity to organize group learning, interaction between teacher and students, exchange of educational materials, individual student work, reviewing, assessment). On the other hand, it changes the work of the teacher and students: we mean the virtual presence of the teacher and students on lesson.

Scientists indicate that "distance learning" is the education that excludes the physical presence of the teacher. The source of the material to study and examiner is in fact a computer connected to the Internet" (Molchanova et al., 2020: 173). However, Kandeel emphasizes the importance of the virtual presence of the teacher, in particular he notes that "this presence in distance training through videos has a double advantage: the first is the reassuring effect for beginners of the presence of a teacher: the learner has the feeling that he is not left alone in front of a screen, videos or resources without the intervention of the teacher, as is the case in some online training. It reduces the feeling of loneliness" (Kandeel, 2020: 31).

Of course, in order to use all 100% optimal teaching methods in accordance with the topic and purpose of the lesson, the teacher seeks to bring online communication as close as possible to live communication. One of the main elements of distance learning is video conferencing or webinars. This format is as close as possible to the usual lesson in the school - students not only hear but also see the teacher. Conversely, a teacher can see any student. Digital tools Zoom, Google Meet, Skype, Google Classroom and Moodle platforms are mostly used to organize webinars in Ukrainian universities. Undoubtedly, to prepare for an online lesson, a student needs something more than a notebook with a pen. You need a laptop with high-speed Internet and a high-quality headset, because these devices become a pass to uninterrupted cooperation with the teacher.

Let's dwell in more detail on the specifics of the use of information technology to teach students during the course ULPP. We use the Zoom service to conduct online classes on high quality video. This service is actively used in TNPU. With this digital tool it is convenient for the teacher to demonstrate supporting materials (tables, diagrams, pictures, videos) during classes and seminars. For example, working on the topic "Styles of modern Ukrainian literary language", we conduct classes in the form of a linguistic auction. First, we clarify the definition of the term "functional style", update the basic knowledge of the established names of functional styles. Students are divided into 7 teams according to the number of functional styles: 1) artistic, 2) official-business, 3) journalistic, 4) scientific, 5) confessional, 6) spoken, 7) epistolary. Next, there is an interactive interaction with the audience: analysis of the parameters of all styles according to 6 criteria: 1) scope, 2) purpose, 3) basic features, 4) language tools, 5) background, 6) genres. To do this, the Zoom service uses the "screen demonstration" option. Style parameters are alternately projected on the screen according to all six criteria, such as: "systematization, knowledge of the world, reporting on research results, proving theories, substantiation of hypotheses, classification" (this is the purpose of scientific style). Students agree to "buy" a lot if it is a sign of the style that the team represents. The winner is the team that has chosen the right lots, it means that all the parameters of a particular functional style are selected. It is gratifying that when working with the Zoom service it is possible to add comments in the chat, give the right to show the screen to students, regulate the alternate communication.

The Skype service is also convenient for ULPP training, as it works on both personal computers and gadgets. The teacher can demonstrate presentations, play audio and video in screen mode, ask questions to each student face to face, send files, chat with

him. The Skype service is mostly used for individual consultations with students, for long (in time) meetings, for example, student participation in scientific conferences or competitions of various ranks from ULPP.

The choice of an educational electronic platform (repository, educational site or cloud service) plays an important role in the implementation of educational tasks in universities. First of all, such a platform should integrate digital learning tools, facilitate the planning and design of educational activities. All participants in the educational process have benefit from such a resource. Applicants for higher education on the electronic platform receive basic educational content, post completed tasks. The university administration can monitor the quality of educational services and learning outcomes at any time. According to the analysis of educational practice, in the universities of Ukraine during the COVID-19 pandemic, the most involved educational platforms were Google Classroom and Moodle, as some experience in using such platforms had already been gained.

The Google Classroom platform is widely used in UNFU. All students and teachers have corporate e-mail, access to a virtual environment, so it simplifies the process of organizing distance learning. The primary task of the teacher was to create a class in the Google Classroom service (separately for each group), to send students an access code so that they could register. Then the teacher had to quickly theoretically comprehend and practically solve certain problems, in particular:
- find out how to use a traditional textbook;
- technically prepare teaching materials (create files in pdf format, finalize presentations for lectures, etc.;
- determine the amount of information that is submitted for independent processing (due to a change in the form of education);
- consider how necessary it is to create support materials, develop additional tasks, exercises, tests, etc.;
- consider how to make a student a real active participant in the learning process, rather than a passive observer;
- consider how appropriate and possible it is to virtually group students into minigroups (2-3 people) to work together on a task or project.

The Classroom platform is quite an effective tool for organizing the learning process and interaction with students in general, because the teacher regularly (weekly) publishes learning materials and tasks for students, monitors their learning activities, reviews and comments on their tasks. The downside of Classroom is that video communication with students is not possible on this platform. That's why there is a need to use Google Meet for educational purposes.

Analysing the educational process, we must note that the traditional methods of teaching ULPP with sufficient efficiency can be used in distance learning of students associated with the pandemic COVID-19. We mean the lecture and its analogue in the online format. The content of the lecture material is the same as in traditional teaching. However, after listening to the online lecture at Google Meet, the student works on a presentation of the topic presented by the teacher in the Classroom, and also has access to the text version of the lecture.

The methods that we mainly used in the distance teaching of lecture material are: method of direct interpretation and methods of cognitive orientation, in particular explanation, linguistic-thematic story, conversation on language material (in online format it is real). The method of hypothesis and the method of modelling during the online lecture was difficult to use, because they involve group work with students, finding a common solution. On the one hand, it takes a lot of time, and on the other hand, it is almost impossible to give a lecture, listen to students and at the same time follow their written comments. Comparative analysis of language phenomena, process

was appropriate only in some educational situations (for example, when comparing the style and manner of speech of different social groups).

Seminars and practical classes are aimed at giving students the opportunity to comprehend the theoretical knowledge gained during the processing of lecture material and discuss them. In the process of practical training professionally important qualities are formed, in particular language skills and communication skills, which are necessary for realization in the future profession. The most significant changes in teaching methods have undergone the process of conducting seminars and practical classes, changed the way the teacher interacts with students and students themselves, the way of submitting completed tasks for testing, in part the method of assessment. We conduct seminars and practical classes using the Google Meet service.

During the practical lesson on "Business papers as a means of written professional communication" the teacher shows on the screen a document (for example, a statement) made with errors. Students must find mistakes and correct them. The student continues the work of editing documents at home independently (on samples of other documents, including resumes, characteristics, letters of recommendation, etc.) and sends them to the teacher for review in the Classroom. The process of editing documents is one of the forms of learning, because it develops students' critical thinking, forms in them the ability and skills to see mistakes, choose normative options for replacement.

Working with a professional text is the next step in the formation of a student's linguistic and communicative competence. It is impossible without visualization of materials through digital tools for creating presentations (Power Point, Prezi, etc.). At the first stage there is a joint search and analysis of professional terms in the text, at the second stage - editing of the scientific text. The purpose of this task is to form students' skills to check the prepared messages (practical works, essays, reports, etc.) on compliance with lexical, stylistic and grammatical norms of the modern Ukrainian literary language. Consider a fragment of a practical lesson on "Morphological means of scientific and business speech. Syntax of scientific and business speech", related to different types of work with text. In the traditional (offline format) class, each student performs this task individually, the teacher then checks it and gives a grade. In the context of distance learning (via Google Meet), the group performs this task collectively. The teacher shows the text on the screen and gives students time to get acquainted with it. Each student can voice the mistakes he noticed and comment on them. The teacher marks them with a coloured marker, makes the necessary explanations. The teacher sends a screenshot of the text with marked errors to each student. Students must write down the corrected version, explain / comment in writing on the errors identified by the relevant rules and send it to the teacher for review (attach the file to the appropriate topic in the Classroom).

The means of communication with students led to a review of teaching methods and techniques appropriate in the online format. As already mentioned, it is much more difficult for a teacher to organize an online educational discussion. The teacher asks himself the question: how to organize effective communicative interaction between students on the Google Meet platform, in which the teacher will observe the students' statements and direct them in the right direction? Another problem that arises before the teacher: if in the process of classroom he observes the reaction of students to what his classmates say, then during online learning it is difficult to do. The sequence of utterances, on the one hand, teaches students to listen and not interrupt, and on the other hand, minimizes their speech reaction to what is said by classmates.

Distance independent work of students in terms of content is also no different from traditional learning. We used typical tasks to organize independent work. Students performed reproductive, reconstructive, creative, partial-search, creative-search tasks. In distance learning, the student's independent work acquires special significance,

because intellectualization and high dynamism of labour brought to the forefront the tasks of developing cognitive activity and creative forces of students, the formation of their skills of independent knowledge acquisition (Wulfson & Malcova, 1996). That is why the process of introducing independent work of students is based on the gradual implementation of pedagogical tasks that stimulate the intellectual development of the student, develop his logical thinking, creative abilities, teach self-organization. Methods of submitting completed independent tasks for examination and assessment have taken another form: the student performs tasks in a notebook, photographs it and publishes it in a separate section in the Classroom. The student can see the points for the task in the section "Grades".

Distance individual work is a mandatory component of ULPP training. The task is that students choose a scientific article from the proposed list, process it and make a thesis. With the prepared theses students speak at the final lesson. After each speech there is a discussion. The way to conduct such a lesson on the Google Meet service is somewhat different: each student takes turns presenting theses, others write questions and comments in the chat. After his speech, the student rereads the questions and answers them. In class, we tried to maintain the effect of live communication, but the students complained that it was difficult for them to perform on camera.

The Moodle platform has been used in TNPU for the second decade. The platform presents online courses in disciplines, including ULPP. The course consists of topics in accordance with the curriculum of the discipline ULPP, which is standardized in Ukraine. Materials of the electronic educational and methodical complex on the Moodle platform on a functional sign are divided into several headings.

- Educational and methodical resources: work program, evaluation criteria, printed and Internet sources, glossary, course news, schedule of online classes, consultations (for example, the glossary contains a Ukrainian-English dictionary of theoretical concepts of the discipline).

- Educational resources: electronic textbooks and manuals, lecture notes, multimedia lecture presentations, a list of printed and Internet sources, audio, video resources, etc. (for example, presentations on changes in the Ukrainian spelling, videos on defending the status of the Ukrainian language as the state language at a sitting of the Constitutional Court of Ukraine are relevant for students).

- Activity resources: tasks for practical work (guidelines for their implementation, a list of individual tasks, the form of presentation of performance results, evaluation criteria); tasks for independent work. Emphasis is placed on the development of professional terminology, on the analysis of professional texts, on the modelling of professionally oriented communication.

- Control resources: means of management system of educational resources for carrying out test control and conducting the account of success of students (electronic magazine), separate software for test control of knowledge, forms of control questions and tasks in academic disciplines for modular control or final control, which providing quality control of knowledge. For example, three-level final control is provided for the discipline of ULPP at the engineering and pedagogical faculty of TNPU. The tasks of the first level of complexity are tests with the choice of the correct answer, the tasks of the second level of complexity are tests with open answers, the tasks of the third level of complexity are written stylistic analysis of texts.

- Communication resources: tools of the educational resources management system (forums, chats) for conducting lectures, seminars, consultations, webinars, video conferences, etc. in synchronous or asynchronous modes. For example, during the COVID-19 pandemic, TNPU integrated Moodle - Zoom.

- Additional resources: collections of documents and materials, reference books, indexes of scientific and educational literature, links to additional electronic

educational resources. The most involved resource is the Ukrainian Linguistic Portal (http://www.ulif.org.ua). It houses an integrated lexicographic system that combines five dictionaries: orthographic, orthoepic, synonymous, antonymous and phraseological, as well as in the form of tables reflects the forms of words of the Ukrainian language. This portal presents 10 volumes of the new academic explanatory dictionary of the Ukrainian language (in 20 volumes).

In general, in today's conditions of mixed and distance learning, participants in the educational process note the convenience of working on the Moodle platform.

Textbooks, reference books, dictionaries in distance learning mainly become sources for independent learning. You can use the book in the online learning format only if it has an electronic version. We must state that we use manuals and dictionaries in Pdf and WinDjView formats, as well as dictionaries posted on Internet platforms (linguistic portal Mova.info, platform "Ukrainian dictionaries online", Ukrainian linguistic portal) with sufficient efficiency. Let's dwell on this in more detail.

With the manual "Ukrainian language for professional purposes" (Hrytsenko, 2010) students work when studying such issues as "Speech Etiquette as a Component of Communication between Students and Specialists","Language etiquette of Ukrainian science", "Individual style of speech", "The most typical scientific texts", etc. The textbook "Rytoryka" *("Rhetoric")* (Matsko, L., O. Matsko, 2006) serves as an aid to students when considering the issues of "Communicative qualities of language", "Linguistic correctness and beauty in speech", "Modern rhetorical ideal", "Basic requirements for the speaker and the audience", etc. The manual "Ukrainska Mova Profesiinoho Spilkuvannia" (Matsiuk, Stankevych, 2005) students use for reference when identifying typical errors in word usage, elaboration of the syntax of scientific and business speech, including word order in a sentence, coordination of predicate with subject, complex cases of words management, etc. Thesaurus on linguistic terminology and "Dictionary of foreign words" (compiled by Muzychko, Shkaraputa, Morozov, 2019) help students to quickly find out the meaning of an unknown term or its origin. The platform "Ukrainian dictionaries online" students used when performing practical tasks on the topic "Morphological means of scientific and business speech", in particular, these exercises for the formation of grammatical forms of nouns, (genitive, dative, instrumental singular), the correct use of forms of degrees of comparison of adjectives, the detection of typical errors in the declension of numerals, the formation of singular forms of numerals, etc.

However, we must state that we failed to work well with professional terms in the online format to analyse their semantics (unambiguous and ambiguous terms, synonymous terms, homonymous terms), because forestry terminology dictionaries do not have electronic versions.

An electronic terminological dictionary placed in the electronic complex of the discipline in the virtual environment of Moodle TNPU, UNFU of Ukraine will help students to master the terminological apparatus of the discipline better.

The effectiveness of the use of the electronic dictionary is indicated by Levy and Steel (2015), stating that using an electronic dictionary where it is available almost everywhere these days by using mobile devices that almost everyone has, will help the students to gain understandings and comprehensibility much faster and easier. We must also note that the electronic terminological dictionary is an effective means of replenishing the active terminological stock of the student in the discipline of ULPP. We state that by the end of the semester students can easily master all the terms contained in such a dictionary.

Control measures in Ukrainian universities cover current, including modular, and final (semester) control. The current control of the ULPP course is carried out during practical classes and aims to check the level of students' mastery of educational material and the formation of practical skills on certain topics. Forms of control – oral

answer, written detailed answer, test task, project preparation and defence. During the tests to identify the formed language knowledge, skills and abilities, we offer tasks for compliance, tasks for finding the wrong answer, finding errors (in this case we form critical thinking), puzzle tasks (students must make puzzles that are characteristics of a particular language phenomenon, for example, an industry term).

As the practice of teaching shows, an important incentive for a student is the approval of the teacher and a positive grade. Students can track their teacher's scores in the Grades section of the Classroom platform and the Grades Log section of the Moodle platform. We positively evaluate the experience of current testing in the discipline of ULPP using the Google form. The test included single and multiple-choice tasks. For students, this form of final control is convenient because in case of a failed first attempt, they can perform the test again and get a higher score. The teacher has the opportunity to see the results in the form of a list or chart of student performance, and can view the questions that caused the greatest difficulties for students.

The ULPP course exam as a certification event with the use of distance learning technologies in general must meet the following requirements: authorized access to information and communication tools for distance learning; the ability to determine the start and end time of access, the duration of tasks; objectivity of criteria for checking the results of tasks (answers) with the active use of automated knowledge assessment tools; variability of formation of tasks of control measures by algorithm of random choice of questions. For the certification of students by distance learning, the Moodle learning resources management system and video conferencing tools Google Classroom (Google Meet), Zoom are mainly used. The distribution of technical tasks between distance learning systems is mostly as follows: Moodle is used to perform test tasks of the 1st level of complexity and provides automated control of test results; Classroom – to perform tasks of 2nd and 3rd level of difficulty. Zoom or Google Meet (which operates within the Google Classroom) is used to visually identify participants and as a platform for visual and verbal communication of process participants.

Discussion: advantages and disadvantages of online learning
Regarding the feasibility and effectiveness of distance learning in general, the opinions of Mackay and Fisher (2014) about the didactic possibilities of this type of educational interaction with students seem very important to us. In particular, scientists believe that "the online course comprises much more than simply posting a lecture on the web but typically includes a reading assignment, a synchronous (and recorded) lecture, a case study where the knowledge is applied, a hands-on lab exercise or simulation and an assignment to demonstrate competence in the module" (Mackay & Fisher, 2014: 444).

We agree with Chang, who believes that "online learning keeps the education system running effectively and the obstacles to it such as distractions, complexity and reduced physical interaction can be solved by introducing online groupwork, easy to use technologies and training as well as virtual systems such as labs and work environments to enhance learner skills and experience" (Chang, 2020: 115).

We also support the view of Bartley and Golek that benefits of online learning for the students is "not only through their learning of the course material, but also through their learning of new technologies" (Bartley & Golek, 2004: 170).

It is appropriate to comment on Subhashni that "with an online course, the instructor may edit the appropriate web pages in his course, upload the new material and it becomes available to students instantaneously" (Subhashni, 2008: 9). "The instructor has the ability to greatly enhance his or her presentation by the addition of slides, audio messages, video animation, flat or three-dimensional images, and hyperlink texts" (Subhashni, 2008: 10).

Subhashni also points to a number of difficulties / shortcomings of online learning, in particular she writes that "primarily, students must have the necessary technology available to them (suitable computer and Internet access) before they can benefit from this type of program. In this way, some costs are transferred from the institution to the learner, as the learner must now provide for his or her own learning tools. In addition, as with other forms of distance and distributed education, students must be self-directed learners. Their participation in and completion of online courses is entirely up to them. Online students have the additional burden of dealing with technical delays and difficulties that may occur" (Subhashni, 2008: 12).

Bartley and Golek believe that "by its nature, online training occurs without extensive interaction between members of the class and the trainer, which can lead to an antisocial environment where learners feel isolated" (Bartley, Golek, 2004: 171).

In general we are deeply convinced that using a web approach to ULPP training, you can get a positive result, because such training has a number of advantages.

1. In addition to listening to a lecture in Google Meet or Zoom, a student in Classroom and Moodle has the opportunity to rehearse the lecture.

2. The use of the virtual environment of Ukrainian universities allows students to access educational materials in the discipline on the platforms Classroom and Moodle. Through a personal computer and mobile devices, students open the required lecture or certain pages of the manual and process the study material. Modern technology can be an effective tool for student learning, provided that he is familiar with it and ready to use it in learning.

3. The positive thing is that the teacher works with each group separately. In addition, the teacher has more time for individual work with each individual student. There is a possibility of private comments and necessary explanations on certain tasks.

4. The advantage of online learning is also seen in the fact that the teacher can return to the student his task for revision, if he believes that it is done at an unsatisfactory or low level, so the same work the student can repeat and send to the teacher for review again.

It is gratifying that the services are constantly improving. Google has launched a major update to Google Meet. Autumn update is focused on learning. We hope that we will be able to use the additional features of this platform for teaching students. As the term of free use of the videoconferencing service has been extended, this makes it possible to attract a wider range of students to this format of classes. There is support for the company's Jamboard interactive whiteboard to simplify group work by integrating with the Google Cloud Platform. Its potential can also be used with great efficiency in the classroom (to present educational material, edit content, etc.). Another innovation in Google Meet is the ability to divide all participants into separate "meeting rooms" for simultaneous discussion between small groups.

The use of the Internet as the main learning tool has its downsides.

1. The most significant "downside of this method is that it needs an internet connection; so, it might not be appropriate the techniques used in countries where internet connection is not widely available or even expensive for students" (Nasiruddin, Sahril, 2018: 8). Fedorov (2020) cites data that more than 17 thousand settlements (out of a total of about 28 thousand) are not covered by the optical networks of any operator. In fact, more than 4 million Ukrainians live in villages where there is no high-quality fixed Internet. We see a significant digital divide between villagers and towns. In such conditions, it is impossible to talk about distance learning of students living in settlements with limited Internet access.

2. ULPP is not a publicly available course on the Internet, so training takes place according to a schedule approved by the university. Accordingly, the student does not have a free study schedule.

3. To form the appropriate level of linguistic and communicative competence of the student, it is important to encourage him to a lively discussion in the audience (on a specific educational topic), to help him realize the importance of educational information for the level of his professional speech. Given this, the disadvantage of teaching students using information technology, in our opinion, is that it is difficult to organize a live discussion on online platforms. If in Classroom this option is not possible at all, then in Google Meet students can express their opinion in writing and publish it, they can also read the comments of classmates, communicate in writing, rather than communicate orally.

4. The Classroom and Moodle platforms do not allow students to publish their written work for peer review (the student submits the work to the teacher for review). As an option - you can use messengers to communicate (Viber, WhatsApp, Telegram), e-mail.

5. In the Skype service, on the Classroom and Moodle platforms, there is no built-in virtual board, without which online learning will not be effective enough. Skype's technical parameters are limited by the number of users.

6. It is difficult for a teacher to unite students in small groups (3-4 people) to work together, it is difficult to organize interaction between groups on the platforms Classroom and Moodle, through digital tools Zoom, Google Meet, Skype.

Conclusion
The theoretical significance of the study is that it describes the methods and techniques of teaching ULPP in online format during the global pandemic Covid-19 on the example of the experience of two universities in Ukraine – UNFU and TNPU. The theoretical significance of this work is emphasized by the fact that the traditional system of training ULPP is significantly supplemented by the use of information technology optimal for blended and distance (online) learning. The combination of methodical and technical techniques is aimed at intensifying the educational activities of students, motivation for systematic learning in difficult conditions, the organization of independent work and the process of self-improvement of higher education applicants.

The practical significance of the study is that its results can be used to develop specific recommendations for the organization of distance learning in the system of pedagogical education in Ukraine. The research materials can be used in the training of applicants for higher education at all educational and qualification levels, in advanced training courses for teachers of the Ukrainian language. Equally important in the study is the emphasis on the positive and negative aspects of distance learning in a Covid-19 pandemic. Highlighting the pros and cons of the teaching process will allow to continue scientific research with the subsequent introduction into the educational process of the most effective methods of teaching the Ukrainian language (both traditional and interactive).

Bibliographic references
AITENOVA, E. – ABAYEVA, G. – ORAZAKYNKYZY, F. – KASSYMOVA, R. – MUKHAMETKALIEVA, G. 2020. Professional educational training of French linguistics teachers in Kazakhstan and France. In: XLinguae, vol. 13, n. 1, pp. 86-94. doi: 10.18355/XL.2020.13.01.07
BARANOVSKA, L. 2002. Training students in professional communication: monograph. Bila Tserkva, 255 p. ISBN 966-7417-38-7
BARTLEY, S. J. – GOLEK, J. H. 2004. Evaluating the Cost Effectiveness of Online and Face-to-Face Instruction. In: Educational Technology & Society, vol. 7, n. 4, pp.167-175. Available online:

http://elibrary.lt/resursai/Uzsienio%20leidiniai/IEEE/English/2006/Volume%207/Issue%204/Jets_v7i4_16.pdf

BAZELYUK, O. V. – SPIRIN, O. M. – PETRENKO, L. M. – KALENSKY, A. A. 2018. Technologies of distance professional training: methodical manual. Zhytomyr: Polissya, 160 p.

CHANG, H. S. 2020. Online Learning in Pandemic Times. In: Revista Romaneasca pentru Educatie Multidimensionala, vol. 12, n. 2Sup1, pp. 111-117. https://doi.org/10.18662/rrem/12.2Sup1/296

DICTIONARIES ONLINE: spelling, explanatory, synonyms. Available online: http://rozum.org.ua.

FEDOROV, M. 2020. More than 5.5 million Ukrainians cannot get quality fixed internet. In: Ukrainian truth. Available online: https://www.pravda.com.ua/columns/2020/07/30/7261199/

HRYNEVYCH, L. – ILICH, L. – LYNOV, K. – MORZE, N. – PROSHKIN, V. – PROTSENKO, O. – SHEMELYNETS, I. – LYNOV, K. – RII, H. 2020. Organization of the educational process in schools of Ukraine under quarantine: an analytical note. Kyiv: Kyivskyi universytet imeni Borysa Hrinchenka, 76 p. Available online: https://www.irf.ua/wp-content/uploads/2020/09/organizacziya-osvitnogo-proczesu-v-shkolah-ukrayiny-v-umovah-karantynu-2020.pdf

HRYTSENKO, T. B. 2010. Ukrainian language for professional purposes: a textbook. Kyiv: Tsentr uchbovoi literatury, 624 p. ISBN 978-611-01-0031-1

KANDEEL, R. H. 2020. LMOOC for developing teaching and learning French as a foreign language (FFL) [Les LMOOC pour developper l'enseignement/ apprentissage du français langue etrangere (FLE)]. In: XLinguae, vol. 13, n. 1, pp. 24-36. doi: 10.18355/XL.2020.13.01.02

KOSTIKOVA, L. P. 2014. Formation of intercultural competence of university students in a virtual educational environment. In: European Social Science Journal, vol. 8, n. 2(47), pp. 72-79. ISSN 2079-5513.

KUCHERUK, O. A. 2011. System of methods of teaching the Ukrainian language in primary school: theory and practice: monograph. Zhytomyr, 420 p. Available online: http://eprints.zu.edu.ua/20632/1/Монографія_Кучерук.pdf

LEVY, M. – STEEL, C. 2015. Language learner perspectives on the functionality and use of electronic language dictionaries. In: ReCALL: The Journal of EUROCALL, vol. 27, n. 2, pp. 177-196. https://doi.org/10.1017/S095834401400038X

LOTOTSKA, A. – PASICHNYK, O. 2020. Organization of distance learning at school: methodical recommendations. Kyiv: HO "Smart osvita", 71 p. Available online:
https://drive.google.com/file/d/1lzljU_EE07mMpNJQvFVQOYsKHtZcInRB/view

MACKAY, S. – FISHER, D. 2014. Practical Online Learning and Laboratories, for Engineering, Science and Technology. IDC Technologies. ISBN: 978-1-922062-09-3

MATSIUK, Z. – STANKEVYCH, N. 2005. Ukrainian language of professional communication: textbook. Kyiv: Karavela,352 p. ISBN 966-8019-43-1

MATSKO, L. I. – MATSKO, O. M. 2006. Rhetoric: textbook. Kyiv: Vyshcha shkola, 311 p. ISBN 966-642-331-6

MOLCHANOVA, E. – KOVTONIUK, K. – SAVYCH, O. 2020. Covid-19 Presents New Challenges and Opportunities to Higher Education. In: Revista Romaneasca pentru Educatie Multidimensionala, vol. 12, n. 2Sup1, pp. 168-174. https://doi.org/10.18662/rrem/12.2Sup1/303

MUZYCHKO, L. V. – SHKARAPUTA, L. M. – MOROZOV, S. M. (compil.) 2019. Dictionary of foreign words Kyiv: Naukova dumka. Electronic version of the original layout of the paper dictionary. Available online: http://www.mova.info/Page3.aspx?l1=227

NASIRUDDIN, U. A. – SAHRIL, M. H. 2018. Strategies to support foreign language learning in large classes: a systematic literature review. In: XLinguae, vol. 11, n. 1, pp.3-15. doi: 10.18355/XL.2018.11.01.01

SUBHASHNI, A. 2008. A Review of Benefits and Limitations of Online Learning in the Context of the Student, the Instructor, and the Tenured Faculty. In: International Jl. on E-Learning, vol. 7, n. 1, pp. 5-22. Available online: https://www.researchgate.net/publication/237143888_A_Review_of_Benefits_and_Limitations_of_Online_Learning_in_the_Context_of_the_Student_the_Instructor_and_the_Tenured_Faculty

UKRAINIAN LINGUISTIC PORTAL. Available online: http://lcorp.ulif.org.ua/dictua/

WULFSON, B. L. – MALKOVA, Z. A. 1996. Comparative pedagogy. In: Institute of Practical Psychology, Voronezh, NPO MODEK, 256 p.

ZHURAVSKY, V. S. 2003. Higher education as a factor of state formation and culture in Ukraine. Kyiv: Vydavnychyi Dim "In Yure", 416 p. ISBN 966-8088-33-6

ZHARKYKH, Yu. S. – LYSOCHENKO, S. V. – SUS, B.B. – TRETYAK, O.V. 2012. Computer technologies in education: textbook. Kyiv: Vydavnycho-polihrafichnyi tsentr "Kyivskyi universytet", 239 p. ISBN 978-966-439-544-8

Prof. Oksana Hrydzhuk
Department of Sociology and Culturology,
Ukrainian National Forestry University
Henerala Chuprynky str. 103
79057 Lviv
Ukraine
oxana.hrydzhuk@gmail.com
o.grydzuk@nltu.edu.ua

Prof. Lyubov Struhanets
Department of the Ukrainian Language and Methods of Teaching,
Ternopil Volodymyr Hnatiuk National Pedagogical University,
2, M. Kryvonosa Str.
46027, Ternopil
Ukraine
struhanets_l@tnpu.edu.ua

Yuriy Struhanets PhD
Department of the Ukrainian Language and Methods of Teaching,
Ternopil Volodymyr Hnatiuk National Pedagogical University,
2, M. Kryvonosa Str.
46027, Ternopil
Ukraine
struhanets_yu@tnpu.edu.ua