Distance Foreign Language Learning in Synchronous Mode in Ukrainian University Context: Theoretical and Practical Aspects

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Abstract: Distance learning of a foreign language occurs in two modes: synchronous and asynchronous. During the period of COVID-19 quarantine restrictions, it was the synchronous distance learning mode that turned out to be most in demand in Ukrainian universities. In Ukraine, there is a legislative framework for distance learning in higher education institutions. The analysis of foreign and domestic scientific works on the problem of distance learning has shown that the theoretical foundations of distance learning of a foreign language in a synchronous mode have not yet been sufficiently developed. The authors of the article, relying on their own experience, consider the issues of the influence of distance learning in synchronous mode on the methodology and content of foreign language learning, define the competencies of a foreign language teacher in terms of distance learning in synchronous mode, analyze the didactic capabilities of the ZOOM platform, formulate the ethics of interactive communication on the ZOOM platform; show the advantages of distance learning of a foreign language in synchronous mode, characterize the technical conditions for distance learning of a foreign language in synchronous mode on the ZOOM platform and discuss the Economics of distance learning in synchronous mode in Ukraine.

1 INTRODUCTION

There is a huge demand for education in the modern world. The world is changing rapidly. However, the most conservative in it is the classroom teaching system, which does not keep up with the digital world and requires modernization. Distance learning, which appeared relatively recently, has become a serious educational trend and a subject of wide discussion not only in the educational environment, but also in society as a whole.

Quarantine restrictions of COVID-19 have become a serious prerequisite for the actualization and further development of distance learning and distance pedagogical interaction (meetings, webinars, scientific conferences, etc.). Distance learning is widely used in Ukrainian educational institutions of all levels. Due to the prevailing circumstances, a revolutionary, rather than evolutionary, transition from the classical to the digitalized classroom learning system of education took place. Is distance classroom teaching only a temporary (ad hoc) teaching system or does it have a future? The digitalization of all spheres of society proclaimed in Ukraine contributes to the formation of a social order for distance learning. According to some forecasts, the current educational system will collapse in the next 20 years, the number of teachers will be significantly reduced, they will be replaced by online training programs and training will take place online with the use of special games. The Flipped Classroom model of education is becoming more and more popular in the US and European universities, where students listen to theoretical material (lectures) on-line at home, and practical classes are held at the university under the guidance of a teacher.

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The main priorities of the future higher education system, which is already becoming more and more digitalized, will be: changing the role of teacher and student; an increase in the amount of independent work; individualization and personalization of learning; creation of scientifically based technology of distance learning and making serious adjustments to existing curricula.

Distance learning "squares" the possibilities of acquiring knowledge, minimizing the need for physical presence at the university, the time and money spent, so that anyone who has a desire to learn can become a certified specialist.

The introduction of distance learning of foreign languages into the practice of higher education institutions opens up broad prospects, both for teachers and students.

However, the role of the discipline "English for Specific Purposes" as one of the educational components that forms the integral competence and ensures the acquisition of a complex of professional knowledge of graduates is somewhat underestimated. In recent years, Ukrainian universities have tended to reduce the number of academic hours allocated for the study of the discipline "English for Specific Purposes» and to increase the volume of material to be studied. As a consequence, the level of students' communication skills has decreased. At the same time the requirements for foreign language proficiency are constantly increasing, because in order to enter magistracy (2,5-3 years after completing the course) bachelors must pass the Unified Entrance Examination (UEI) in a foreign language. A significant number of bachelors, critically assessing their level of proficiency in a foreign language, simply refuse to take this exam. Thus, according to the report of the Ukrainian Center for Educational Quality Assessment in 2020, only 65442 out of 97326 people, who registered for the UEI in a foreign language, passed the exam. It is because of these results that graduate departments are experiencing a shortage of master's students.

The situation became even more complicated during the pandemic and the transition to distance learning in synchronous mode of most universities in Ukraine due to the fact that teachers did not receive timely methodological support. Detailed recommendations on the organization of distance learning arrived a month and a half late. There were no recommendations on the use of the technology of distance foreign language learning in synchronous mode at all. Therefore, we can conclude that the legislative and scientific-methodological basis for distance learning of foreign languages in Ukraine

does not precede, but follows the practice of such learning. That is why the consideration of the research problem is extremely relevant.

The aim of the study is to discuss theoretical and practical aspects of synchronous distance foreign language learning in the context of Ukrainian University and to reveal its features and conditions for its effectiveness.

2 THEORETICAL ASPECT OF DISTANCE FOREIGN LANGUAGE LEARNING IN SYNCHRONOUS MODE

2.1 Legal Framework for Distance Learning in Ukraine

Back in 2013, the Ministry of Education and Science of Ukraine legalized distance learning as one of the forms of the classroom learning system, by developing the Regulation on distance learning (2013), which was being finalized, and specified in the corresponding orders of 2015 and 2020. This is an attempt to combine classroom and distance learning.

According to this Regulation (2013, clause 1.6), "distance learning is a form of organizing the educational process in educational institutions (universities, vocational schools and high schools), which ensures the implementation of distance learning and provides for the possibility of graduates receiving government-issued documents on the relevant educational or educational -qualification level ".

The document also defines the standard number of students enrolled in distance learning universities, which must be at least one teacher for eighteen students.

The decision on the use of distance learning technologies in the educational process of universities is taken by the Academic Council of the institution.

According to the Regulation on Distance Learning of the Ministry of Education and Science of Ukraine, as amended in 2020, the main types of classes at universities in terms of distance learning are: lecture, seminar, practical training, laboratory classes, consultations and others, which are held remotely in synchronous or asynchronous mode, in accordance with the curriculum.

Asynchronous mode of distance learning means that teachers create their training video courses and electronic teaching complexes for them on the university educational platform MOODLE or on

other platforms. The use of these resources is deferred in time, that is, students can use them at any time convenient for them. This mode is acceptable not only for correspondence students, but also for full-time students who did not understand something, did not have time enough to learn the material in class or missed classes for a good reason.

The synchronous mode of distance learning under quarantine restrictions, which is the most popular in Ukraine nowadays, is the "symbiosis" of the classroom learning system and distance learning. Classes are held in real time on a schedule with a permanent group of students on such popular platforms as Zoom, Skype, Google Classroom and Viber.

Despite the existence of a legislative framework for distance learning, the idea of creating virtual universities in Ukraine has not yet received a proper response from the pedagogical community of higher education. At the same time, virtual gymnasiums have begun to appear, such as KidsLife School - a licensed gymnasium, which provides distance learning for students in grades 1-9; the Optima distance general education school for students in grades 1-11. Pupils of such schools have access to interactive educational materials, lessons with elements of animation, educational games and 3D models.

Distance learning has many critics, both in scientific and pedagogical circles and in society at large. In our opinion, the current inadequate understanding of the effectiveness of distance education is due to the lack of its theoretical frameworks. Although, there is a significant amount of research on distance learning, most of the work concerns asynchronous distance learning, or distance learning in general.

2.2 Review of Research Literature on Distance Foreign Language Learning in Synchronous Mode

Distance learning as a concept has been a focus of education research for over two decades.

Vandana Singh & Alexander Thurman (2019) conducted systematic literature analysis for over the last 30 years (1988 to 2018) to investigate the number and content of definitions of online learning. They collected 46 definitions from 37 resources and found that authors and scholars use this term to refer to very different, sometimes even contradictory, concepts. The researchers mapped the evolution of the definition of the concept of online learning to the evolution of technology in the last three decades.

Joshua Stern (n.d.) argues that online learning is just one type of "distance learning" - the umbrella term for any learning that takes place across distance and not in a traditional classroom. He identifies several types of distance learning: Correspondence Courses, Telecourses, CD-ROM Courses, and Online Learning: synchronous and/or asynchronous, Mobile Learning.

The theoretical foundations of distance learning are represented by the works of such Ukrainian researchers: I.H. Bloshchynskyi (2015), V.M. Kukharenko, O.V. Rybalko, N.G. Syrotenko (2002), VV Lukianenko (2014), VO Oliynyk (2014), A. Kovalenko (2021), TO Yaroshenko (2019) N.O. Polovaia (2017).

T.O. Yaroshenko (2019) studied the history of the emergence and development of distance learning in the world. She considered the four main stages that preceded the emergence of distance learning, namely: communication through the mail message, communication through radio and television, communication through computer technology and tools, communication through mass online courses. The current state and prospects for further development of distance education in Ukraine were also considered.

T.O. Yaroshenko (2019) believes that distance learning can be "carried out at all levels of the educational system, although it is most appropriate and acceptable in higher education, as well as a method of self-education".

N.O. Polovaia (2017) investigated the problem of creating an American-style global virtual university that would train personnel for a virtual society.

The importance of the problem of distance education and learning and the irreversibility of this type of learning is evidenced by the fact that a textbook on the methodology of organizing distance learning at a university has recently appeared in the near abroad. This textbook was created by a group of authors under the general editorship of M.Ye. Weindorf - Sysoieva (2019). The textbook deals with the theoretical aspects of distance learning, basic didactic concepts, modern portraits of teachers and students, pedagogical design of the modern process of distance learning.

The manual by P.E. Morozov (2021) is devoted to topical problems of legal regulation of distance learning, the analysis of a well-coordinated and effective mechanism for its implementation.

The peak of the popularity of the problem of distance foreign language learning, among researchers falls on the period from 2005 to 2010. This is evidenced by O. Vorobel, & D. Kim's, (2012)

analysis of empirical studies of distance language learning published between 2005 and 2010. Recently, there has been a tendency for scholars to lose interest in this issue, as evidenced by the relatively small number of articles on this topic over the past 10 years. Let us consider some of the most recent articles.

A group of Russian researchers (Savilova et al. 2020) has developed a methodology for creating an educational virtual environment for teaching Russian as a foreign language, including various Internet sources; online lectures and consultations; developing testing; using an integration model in teaching, a convertible interactive database, and an integrated approach to using multiple resources to transfer, reinforce and assess knowledge.

There are different cloud platforms for distance learning. The teacher needs to choose the platform that is most appropriate for the discipline he teaches. Very important from this point of view is the study of A. Kovalenko (2021), who identified the factors "that are important to consider when choosing a platform for distance learning of a foreign language: the interface, the ability to lay out a variety of materials, including audio and video recordings, presentations and links to useful Internet resources, automatic calculation of response statistics and monitoring learners activity ".

Nicola Würfel (2018) Professor of Methodology and Didactics in Teaching German as a Foreign and Second Language at the Herder- Institute of Leipzig University, who studies the digitalization processes in the field of foreign language learning and teaching, argues that digitalization will not change anything on its own. It is not a (new) methodological approach, but can only help to implement existing didactic micro- and macro-methods and, if necessary, propose new activities within those methods. The researcher believes that it is counterproductive to hope that technological progress will fundamentally change the educational landscape: if you change only technical means, no real development occurs. Modern digital technology can support any approaches and methods of teaching foreign languages.

Most studies consider distance foreign language learning in general, without focusing on the synchronous and asynchronous mode of learning. Now let's analyze how the classical classroom-learning system and distance foreign language learning in a synchronous mode can coexist in the realities of a non-linguistic university.

3 PRACTICAL ASPECT OF DISTANCE FOREIGN LANGUAGE LEARNING IN SYNCHRONOUS MODE

3.1 Influence of Distance Learning in Synchronous Mode on the Methodology and Content of Foreign Language Learning

At the State University of Economics and Technology, classes with full-time students and "readings" for part-time students during quarantine restrictions were delivered remotely in synchronous mode using the ZOOM platform. The asynchronous distance learning mode was also used quite actively.

The synchronous mode of study proved to be the most appropriate for distance learning of foreign languages, both for part-time students and for full-time students, because it allows for "real" interactive communication between the subjects of the educational process.

By distance learning in synchronous mode, we mean a special type of class-lesson learning, carried out by a teacher-facilitator with an assigned group of learners by holding regular interactive educational video conferences in real time on one of the cloud video platforms according to an approved schedule.

Research shows that the outcome of traditional education and distance education is the same, only if one selects the appropriate teaching material and method, including student-to-student interaction and timely teacher-to-student feedback (Verduin & Clark, 1991).

To date, all foreign language teachers at Ukrainian universities, who have used or are still using distance learning in synchronous mode, have approximately the same experience in this area. The authors of this article have sufficient practical experience of distance foreign language learning in synchronous mode to argue that the structure of the lesson, the sequence of stages, the methods of teaching a foreign language remain the same as in the conditions of the classical class-lesson system. Only some types of tasks, forms of control, the organization of the learning process, some activities and tools of the educational process undergo changes.

The use of distance learning changes, for example, the approaches to the preparation of practical and test assignments for students in a foreign language. Assignments should be composed in such a way that they cannot be simply "googled". When

studying and controlling grammar, these cannot be sentences for translation from a native language into a foreign language, since students will definitely use an online translator. For the same reason, it cannot be an essay topic consisting of one sentence such as "Responsibilities of a mechanical engineer" or "Financial statements of the enterprise". The essay assignment should be situational.

In a real classroom setting, the teacher can control the process of completing assignments and not allow students to use electronic devices. During a videoconference, when the teacher can mostly only see the student's face, and sometimes only his or her picture, this cannot be done.

With the advent of distance learning of foreign languages in synchronous mode, the "chalk period" in teaching is over. It has been replaced by the period of presentations, spreadsheets to explain new material - for the teacher and work in the chat instead of working on the blackboard - for students. Modern computer technologies provide control over the computer screen. They allow you to create charts and drawings at a distance, transfer photographic and handwritten learning material.

In distance learning of foreign languages in synchronous mode, the approaches to the organization of foreign language teaching have also changed. All the equipment necessary for a modern foreign language class is in the teacher's computer: audio and video playback device, a screen, a dictionary, a chat, a textbook, tools for feedback on tests, etc. There is access to an electronic register; student attendance is automatically recorded on the university educational platform MOODLE.

Distance learning of a foreign language in a synchronous mode allows you to save lesson time, which in a real learning environment is spent on solving organizational problems, and free up time for productive work. It also notably increases the "density of foreign language communication."

The practice of foreign language distance learning in synchronous mode has shown that modern students feel more comfortable in a virtual learning environment than in a real classroom. During the class, in parallel with learning a foreign language, students are mutually trained in terms of working on a cloud video platform, and sometimes they can advise the teacher how to use a particular platform tool.

Nevertheless, it should be borne in mind, that incredible diversity and availability of teaching-learning sources can play a cruel trick on users and become an obstacle instead of benefit due to inability of human mind to focus on vast variety of objects

simultaneously. Thus, one of the means of distance learning in a synchronous mode is an electronic or programmed textbook for ESP (English for Specific Purposes) learners. The material of such a textbook should be compiled taking into account the principles of programmed control of knowledge acquiring process. On the one hand, the electronic textbook gives opportunity to correspond to the leading didactic principles such as clarity, scientificity, conscientiousness, activity, coherence and consistency, accessibility, data consolidation etc. On the other hand, it must meet the modern requirements of a personality-oriented approach in the method of teaching foreign languages, since each student can work with the textbook on an individual basis and pay more attention to those tasks which represent the greatest challenge. How exactly can the electronic textbook be used? The solution is triple.

1) as a simulator for self-study;
2) as a means of the current type of control;
3) as an examiner

An electronic textbook for ESP learners acts mainly as a simulator for students' self-study in the process of professionally oriented English language teaching. What are the modes of working with an electronic textbook? Here is another triple answer:

1) reading educational materials;
2) teaching the aspects of the language;
3) knowledge control and assessment.

The electronic textbook should be aimed at mastering various aspects of language, for example, professional terminology pronunciation, necessary grammatical skills, etc.

The electronic textbook provides instant connection and feedback, which certainly affects student's motivation. Only an electronic textbook gives opportunity to work in an interactive mode, reflecting the student's level of training. Increased motivation is also associated with an objective assessment of students' knowledge based on discrete tests.

From a psychological point of view, electronic textbook has a huge motivational potential due to the application of a variety of techniques and means. Besides, student feels constant presence of a benevolent instructor in the form of a computer.

In terms of independent work, the electronic textbook for ESP learners gives students opportunity to work independently on the vocabulary pronunciation, combining all three images of the suggested word: graphic, semantic and sound ones, watch YouTube videos on a wide range of professional topics, updating their English through provided exercises and worksheets. It should be also

noted that an electronic textbook can present a large volume of linguistic material in a convenient and interesting form, since the creator has no boundaries for creativity in the process of its development.

However, the creation of an electronic textbook is a time- and effort-consuming process, since it requires careful selection of exciting and challenging materials, vast variety and diversity of tasks, compiled coherently and systematically. Due to this circumstance, creation of the electronic textbook for ESP learners is a teachers' necessary challenge and an utmost priority today because of increase in the information space, changes in the requirements for modern professionals and the pace of life in general.

3.2 Interactivity as a Prerequisite for the Effectiveness of Distance Foreign Language Learning in Synchronous Mode

One of the most significant challenges in distance learning is interactions.

T.O. Yaroshenko (2019, p. 17) argues that distance learning encourages the introduction of interactive technologies for teaching material, has such advantages as flexibility, relevance, interactivity, mobility for education.

Interactivity in any distance learning is a condition for its effectiveness, especially for a foreign language class, which must have a communicative focus. The interactive behavior of the subjects of the distance learning process provides a sense of "social presence" (Kim et al., 2011), of communication with "real" people and not with pictures of people on the screen.

Moore, M. (1989) identifies four types of interactions in education: learner-content, learner-teacher, learner-learner, and learner-technology. In a distance foreign language lesson, the learning interaction can be oral or written (in the chat) in the above modes.

It is important to develop and teach students to comply with the etiquette of interactive communication in a distance foreign language class in a synchronous mode, namely:

- say hello when entering the virtual classroom and say goodbye when leaving it;
- raise your yellow hand to let the instructor know you have something to say or answer a question;
- listen to others and never interrupt;
-when other students or the instructor speak, remember to turn off your microphone so that outside noises from your home do not interfere with the conversation;

-be sure to identify yourself correctly in the screen box - write your first and last name, don't use nicknames;
- always turn on your camera when you are talking, so the person you are talking to should see your facial expressions and gestures (presence effect);
- address each other by name, thank each other for help and apologize for the inconvenience.

3.3 Features of Distance Foreign Language Learning in Synchronous Mode on the Cloud-based Video Platform ZOOM

In our opinion, the ZOOM platform is the most suitable for synchronous distance learning of a professional foreign language at a university. The ZOOM platform allows implementing all types of speech activities: speaking, reading, listening, and writing.

Consider the algorithm for organizing a distance foreign language class in synchronous mode in State University of Economics and Technology. The teacher is the organizer of the conference and schedules the conference on the university platform MOODLE. Students, who registered at the beginning of the academic year, enter the ZOOM conference through MOODLE. The instructor does not need to send links to each student individually. MOODLE automatically records each student's attendance, maintains an electronic logbook of the group's progress, and stores all the educational and methodological materials needed for classes.

The use of Zoom requires the foreign language teacher to take into account the didactic capabilities of the platform, namely:

-to see and hear the student (the organizer has the ability to turn on and off the video and microphone at the listener);
-to manage the learning process operatively, to conduct intermediate and final control, to evaluate the completeness of knowledge assimilation,
-to interact in the modes of "teacher-student", "student-student", "student-teacher", "student/teacher-virtual learning tools";
-to divide the group into subgroups for practicing dialogues, preparing a business game, project work so that students do not interfere with each other;
- supervise the work of subgroups, "walk around the rooms".
-use a "virtual" board to explain new material, students' work on the board;

-to demonstrate teacher's laptop screen to show tables, pictures, presentations, videos;

- to display the student's laptop screen to show student-prepared presentations, completed assignments, etc;

-to send files to students, for example, with different versions of control assignments;

-to organize a chat room for communication, written assignments by several/all students at the same time;

-to work individually with students;

- to record the class for later use in asynchronous mode by students who could not attend the class.

In order to realize the potential didactic capabilities of ZOOM, today's foreign language teacher must be technically capable, technically competent, and methodologically ready.

3.4 Professional Competencies of the University Foreign Language Teacher in the Conditions of Distance Learning in Synchronous Mode

Weindorf-Sysoieva, M. Ye. (2019) rightly points out that "today a teacher who is unable to apply distance learning technologies, who does not know the basics of e-learning organization, not only loses his competitive advantages in the professional community, but is not often interesting for students, in no small part because of the lack of mobility in the ways of communication. Such a teacher is deprived of the opportunity to create a different educational space - a virtual educational environment for interaction with students".

The professional functions of the university foreign language teacher in the conditions of distance learning in synchronous mode have acquired a qualitatively new form and content.

Strelbytska, S. (2020, p. 54) while analyzing the readiness of teachers of higher education institutions to implement distance learning makes emphasis on the role of the teacher as "the most important system-forming component of the education system" and a person who has "a certain set of professionally important qualities, knowledge, skills and abilities in terms of the content of professional activity."

A foreign language teacher in distance learning in synchronous mode functions in a virtual psychological space, which is very different from the habitual psychological space for him/her in traditional teaching.

To implement effective distance learning in synchronous mode, a foreign language teacher must have the following professionally meaningful competencies:

- firstly, virtual foreign language communication ability - overcoming psychological barriers when communicating with the participants of the learning process in virtual learning environment, including interaction with a personal computer;

- secondly, the ability for pedagogical improvisation, the skill to take non-standard, context-specific pedagogical and technical-pedagogical decisions;

- thirdly, information literacy - the teacher should not only know where to find the necessary training Internet resources: video and audio materials, tables, training exercises, materials for test control, etc., but also give students recommendations, links to training sites .

- fourthly, computer literacy - the ability to operate on cloud platforms suitable for synchronous distance foreign language learning, e-mail, Viber, YouTube; knowledge of the capabilities of Google Translator and other translators, including professional ones, and the ability to take advantage of them.

Mastering and implementing distance synchronous learning technologies not only defines the new competencies of the teacher, but also defines a new organization of learning, which ultimately provides a number of benefits.

3.5 Pedagogical Improvisation in the Context of Distance Foreign Language Learning in Synchronous Mode on the ZOOM Platform

Shcherbakova, T. N. (2014) interprets pedagogical improvisation as a teacher's ability to quickly and correctly assess a situation, make a decision immediately, without deployed logical reasoning, based on accumulated knowledge, experience and intuition.

Distance learning of a foreign language in synchronous mode provides many opportunities for quick situational correction of the educational process or implementation of any spontaneous methodological idea (pedagogical improvisation of an experienced teacher).

For example, in case the teacher sees that students have not grasped a grammar topic well enough, he or she can quickly bring in Internet resources: a presentation, a table, an instructional video, etc.

To showcase pedagogical improvisation during a distance foreign language learning class in synchronous mode on the Zoom platform we will describe a situation from our own experience.

First-year Metallurgical Engineering students learn "Specialty English" using the David Bonamy Technical English textbook. While studying Present Simple, the teacher spontaneously had the idea to show students a short YouTube video about a typical day of a metallurgical engineer (Metallurgical Engineer, Career Video from drkit.org), then ask them to write 3-6 sentences in the chat about what he does every day, what he doesn't do every day, and questions about his responsibilities. After collectively reviewing and correcting the sentences in the chat room, students compiled and reproduced dialogues about the duties of a metallurgical engineer. Those students who composed 1-2 sentences, or could not compose a sentence at all, were asked to use the sentences of other students of their choice for further work. For convenience, they were asked to make a screenshot of the chat.

The application of such pedagogical improvisation allowed to achieve multidirectional results: to deepen interdisciplinary links with the specialty "Metallurgy", to provide interactivity and communicative orientation of the lesson, to implement a differentiated approach to the organization of students' work, to increase cognitive interest and activity, motivation, to better master the studied grammar topic, to enrich their vocabulary with professional lexicon while using it in speaking, listening, writing.

Such an impromptu creative approach to conducting a foreign language class is possible only in distance learning in synchronous mode.

3.6 The Advantages of Distance Foreign Language Learning in Synchronous Mode

Does distance learning in synchronous mode have a future in Ukraine or will it fade into oblivion with the end of quarantine restrictions?

We believe that no, because this learning has several significant advantages in comparison with the traditional class-lesson learning. To name just a few of them:

- wider and more appropriate use of visuals (pictures, tables, diagrams, etc.);

- higher quality of playback and periodicity of application of the listening material;

- viewing videos with subtitles, allowing students to take in a consistent stream of audio and visual images;

- performing written assignments in the chat with the ability for all participants in the learning process to review, analyze, and discuss them or for the teacher to check them after class via a screenshot of the chat; no deficiencies such as poor chalk or illegible handwriting;

-impact on the person breaking the discipline - you can either mute him or her or send him or her to the waiting room for a while;

- the possibility of using Google Translator during the class not only for translation, but also for listening to the vocabulary that is unfamiliar to a particular student at an individual pace;

- joint work on a project, during which both communicative skills and networking skills are formed.

3.7 Specifications for Distance Foreign Language Learning in Synchronous Mode on the ZOOM Platform

Synchronous foreign language distance learning on the ZOOM platform is only possible under certain technical conditions. Students and teacher must:

-register in MOODLE;

-install the ZOOM application on their electronic device (or any other by agreement with the teacher);

- get acquainted with the instructions for work in ZOOM, MOODLE (view text materials, YouTube video instruction);

- have an electronic device with a camera and be sure to turn it on;

- have a camera set up during class so that the instructor can see the student's workspace;

- have email and/or Viber;

-have a paper or electronic version of a foreign language textbook.

4 ECONOMICS OF DISTANCE LEARNING IN SYNCHRONOUS MODE

It is known that the level of education of any country always corresponds to the level of its economy. And vice versa. The economic condition of Ukraine has significantly deteriorated recently due to quarantine restrictions, hostilities in the East of the country and a number of other reasons. As a result, universities,

teachers and consumers of educational services have found themselves in economic difficulties.

The introduction of distance learning in synchronous mode has positive economic consequences for universities, specifically: savings on utility bills for electricity and heating, payment for cleaning staff and other support staff; the opportunity to spend the money saved on current repairs, the purchase of modern educational supplies, including in the staffing table of employees working on the software of the educational process, etc.

The introduction of distance learning in synchronous mode is also economically beneficial for teachers and consumers of educational services who had computers, laptops, or other electronic gadgets prior to the quarantine restrictions.

They can save significant travel expenses, as well as money spent on lunches in the university cafeteria, renting an apartment or paying for dorms. Fortunately, such teachers and consumers are in the majority.

For those teachers and consumers of educational services who did not have computers, laptops, or other electronic gadgets before the onset of the economic hardship, especially for those who have 2-3 or more students in their family, the introduction of distance learning in a synchronous mode is extremely unfavorable. And, in our opinion, the state should provide targeted assistance to such families.

Due to the discrepancy (absence) of electronic gadgets with the technical conditions of distance learning in synchronous mode, some students cannot turn on the camera, their microphone does not work or they cannot perceive sound, etc.

Analysis of the economic impact of distance learning in synchronous mode led us to the idea of the feasibility of introducing mass distance learning in synchronous mode at universities, not only in countries living under quarantine restrictions, but also in countries experiencing economic difficulties, unstable political situation, and during military operations in the country.

5 CONCLUSIONS

The paper argues that the legislative and scientific-methodological basis for synchronous distance learning of foreign languages in Ukraine does not precede, but follows the practice of such learning. That is why the consideration of the research problem was extremely relevant. The aim of the study was to discuss theoretical and practical aspects of synchronous distance foreign language learning in the context of Ukrainian University and to reveal its features and conditions for its effectiveness.

The current study critically analyzed the publications on the research topic and found out that despite a significant amount of research on distance learning, most of the work concerns asynchronous distance learning, or distance learning in general. There are a lot of definitions of distance learning and they are constantly changing. The researchers mapped the evolution of the definition of the concept of distance learning to the evolution of technology in the last three decades. This work contributes to existing knowledge of distance learning in synchronous mode by providing its new definition. By distance learning in synchronous mode, we mean a special type of class-lesson learning, carried out by a teacher-facilitator with an assigned group of learners by holding regular interactive educational video conferences in real time on one of the cloud video platforms according to an approved schedule.

The empirical part of the study is based on the practice of teaching a foreign language remotely in synchronous mode at the State University of Economics and Technology. The findings reported here shed new light on the influence of distance learning in synchronous mode on the methodology and content of foreign language learning. Distance learning of a foreign language in synchronous mode allows you to save lesson time, which in a real learning environment is spent on solving organizational problems, and free up time for productive work. It also notably increases the "density of foreign language communication." One of the means of distance learning in a synchronous mode is an electronic or programmed textbook for ESP (English for Specific Purposes) learners. The material of such a textbook should be compiled taking into account the principles of programmed control of knowledge acquiring process.

One of the most significant challenges in distance learning is interactions. Overall, this study strengthens the idea that interactivity is a prerequisite for the effectiveness of synchronous distance foreign language learning. It is important to develop and teach students to comply with the etiquette of interactive communication in a distance foreign language class in a synchronous mode. The paper provides a sample of such etiquette. It also describes the features of distance foreign language learning in synchronous mode on the cloud-based video platform ZOOM, the didactic capabilities of the platform, the algorithm for organizing a distance foreign language class in synchronous mode on the ZOOM platform, defines the professional functions of the university

foreign language teacher in the conditions of distance learning in synchronous mode that have acquired a qualitatively new form and content.

The article first demonstrates the opportunities and consequences of pedagogical improvisation in the context of distance foreign language learning in synchronous mode on the ZOOM platform; formulates specifications for distance foreign language learning in synchronous mode on the ZOOM platform and considers Economics of distance learning in synchronous mode. Analysis of the economic impact of distance learning in synchronous mode shows the feasibility of introducing mass distance learning in synchronous mode at universities, not only in countries living under quarantine restrictions, but also in countries experiencing economic difficulties, unstable political situation, and during military operations in the country.

The findings of this study have a number of important implications for future practice of distance foreign language learning in synchronous mode.

A natural progression of this work could be a study of the didactic and methodological foundations of synchronous distance foreign language learning.

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