

using computer technology as a substitute for traditional teaching aids. When designing activities, it is necessary to take into account integration of SAMR model levels with Bloom's taxonomy levels. The Pedagogical Wheel developed by Alan Carrington will help to choose the right computer technology according to Bloom's taxonomy and the SAMR model. The materials of the article do not cover all the aspects of the problem, we consider promising such areas as search for effective ways to intensify educational and cognitive activities in distance learning to organize students' independent work.

Key words: *distance learning, educational and cognitive activities, activity, intensification of educational and cognitive activity, SAMR model, future primary school teachers, students, computer technology, Bloom's taxonomy, Mentimeter.*

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PEDAGOGICAL PROBLEMS OF DISTANCE TEACHING PROFESSIONAL ENGLISH

A complex of organizational, didactic, methodological, psychological and educational problems of distance teaching professional English is studied in the article. The article analyzes transition from "blended learning" which supposes uniting face-to-face and online learning to distance teaching and learning which has become a reality now at most universities. Blended learning was discussed by scientists and practical educators before the COVID-19 pandemic as a means of involving more computer generated technologies in the university academic process. Distance teaching and learning is now replacing all other educational forms thanks to its accessibility, mobility, flexibility, simplicity, interactivity. The author concentrates on the problems of distance teaching English for specific purposes as students of non-philological specialties usually spend more time online mastering their professional disciplines, and learning English is paid less attention. In the regular academic process foreign languages teachers can positively influence students in face-to-face communication but in distance format it is necessary to look for new methods of encouraging future lawyers, economists, computer engineers, programmers, political observers to learn English. Advantages and disadvantages of distance teaching English for specific purposes are defined and grounded.

Key words: *pedagogical problems, English for specific purposes, distance teaching, didactic, methodological, organizational, psychological and educational issues.*

Introduction. Now Ukraine as well as most European countries is coming through rather difficult times in its history because of the corona virus pandemic which caused a lot of problems in all spheres of life. Many businesses and small firms had to close, and hundreds of people left unemployed. For the third time in two years lockdown was announced in most regions. Children do not go to school, students cannot attend universities. They have to study online. A couple of years ago before the COVID-19 pandemic the so called "blended learning" which combined different methods of education (internal, face-to-face learning and distance courses) was actively discussed by scientists and practical educators but now most universities are moving to completely

distance teaching and learning. It caused a lot of new problems: didactic, methodological, psychological, organizational and educational.

As a matter of fact, Ukrainian pedagogical science quickly and adequately evaluated the changed situation, and special online lessons have been worked out for schoolchildren. Distance learning and online education started to be a usual thing both for children and their parents. Later on every school was given the right to develop their own courses in different subjects. It helped school leavers to successfully cope with final exams and continue education at universities.

In-service teacher training institutes organized online teacher enhancement courses to help educators cope with new problems of distance learning. University community has also got new problems caused by COVID-19 pandemic: students from some villages had no access to the internet, and teachers did not know how to organize productive work online, university administration had problems with control over the educational process. Under such circumstances university teachers of professional English have got new problems connected with motivation of students to learn English for specific purposes, organization of cooperative activity online, control of students' achievements in mastering different skills in a foreign language, etc.

In the course of time having adjusted to the regular regime of teaching professional English university teachers face other challenges caused by distance learning. Many problems which were hidden during a normal academic process proved to be important and are waiting for their solving. Among them are organizational, psychological, didactic, methodological problems connected with teaching process and educational issues in general.

Analysis of relevant research. Pedagogical problems of teaching professional disciplines at non-pedagogical universities attracted attention of many foreign and Ukrainian scholars. In some European countries (Austria, Germany, Belgium) pedagogy is taught as an obligatory academic discipline at all universities. In our country research of V. Kozakov, V. Manko, S. Sysoieva (Sysoieva, 2011, p. 3-11) and others were devoted to these problems. Usage of information technologies and problems of distance learning were investigated by V. Bykov, M. Zhaldak, H. Kozlakova to name a few. Scientists P. Hurevych and M. Kademina worked out the methods of using information and communication systems in academic process of higher school. Ukrainian researchers of methods of teaching English O. Bihych, R. Martynova, S. Nikolaieva, N. Skliarenko, O. Tarnopolsky (Tarnopolsky, 2010, p. 47) came to the conclusion that in the process of teaching foreign languages to university students for the need of their future profession more attention should be paid "not to general English but to

mastering the language of his/her future specialty, skills of professional communication in this language” (Striuk & Koval, 2017, p. 10). An effective system of teaching professional English has been worked out, and after the publication of works by P. C. Robinson, B. Goffey, C. Kennedy, R. Bolitho, T. Hutchinson, A. Waters it got the name of ESP – English for Specific Purposes.

For almost two decades pedagogical problems of ESP teaching were studied in the context of communicative approach to education which supposes development of speech abilities in a foreign language. But in the course of time it became clear that having learnt to orally communicate in English students are lack of professional skills in filling in all sorts of documents, supporting business ties in a written form, conducting negotiations, answering reclamations, etc. That is why now competence approach to ESP teaching is replacing the communicative one. Developing students’ competences in professional English presupposes uniting students’ knowledge of the foreign language with the ability to use it in their practical activity. Now more attention is paid to mastering skills of work with documents, usage of modern applications, online written communication. Based on the competence approach N. Sura created a system of professional foreign language training of future computer specialists at technical universities (Sura, 2012). Methodological problems of teaching English were touched upon in works of O. Zabolotska (Zabolotska, 2010, p. 47-54), Yu. Kovalenko (Kovalenko, 2010), O. Malykhin (Malykhin, 2014), L. Morska who researched modern trends in teaching professional English (Morska, 2012), A. Pavlovych (Pavlovych, 2017) and others. R. Gryshkova in the book “Methods of teaching ESP to students of non-philological specialties” dedicated the whole chapter to usage of information and communication technologies in teaching professional English (Gryshkova, 2015). But most of these works were devoted to regular university academic process when teachers had a chance of face-to-face communication with their students. Now under the conditions of online education it is necessary to research all aspects of distance learning and teaching in order to make the educational process more effective and available to all students.

The aim of the study is to define the organizational, psychological, didactic, methodological and educational problems of ESP teaching in the regime of distance learning; to evaluate the advantages and disadvantages of distance teaching and learning professional English; to attract the attention of the ESP teachers to the ways of solving pedagogical problems in the process of teaching professional English to students of non-philological specialties.

Methods of research. Content analysis of scientific publications on the subject to evaluate the current situation with distance teaching professional English; questioning of students who learn English for specific purposes to clear out their attitude towards online learning the foreign language; statistics – to summarize and classify students' answers; generalization of the received data and defining the ways of solution of pedagogical problems of distance teaching of English for specific purposes.

Research Findings. Changes which are taking place in Ukraine and digitalization of all spheres of social life force educators to pay more attention to professional training of non-philological specialists who learn English for specific purposes (ESP). The process of changing from paper and analog to digital format in business, education, medicine, science and technologies demands more and more highly qualified specialists with profound knowledge of English and developed skills of its usage in practice.

In this research we consider pedagogical problems from the viewpoints of organization of academic process, didactic as a science about teaching, methods of teaching English for specific purposes as a part of didactic, psychology, and educational process at higher school. As a rule these problems are not paid much attention at non-pedagogical universities where all efforts are concentrated on professional training of future specialists while each of these spheres of university academic process has its problems connected with distance teaching and learning.

The research was conducted on the basis of Petro Mohyla Black Sea National University where 722 students of non-philological specialists who learn English for specific purposes took part in the questionnaire "Monitoring of the quality of learning foreign languages at Petro Mohyla Black Sea National University" (*Monitoring of the quality of learning foreign languages...*, 2020).

Time of questionnaire: 10-26 September 2020 by means of online questioning with the help of GoogleForms service.

Aim of the research – evaluation of the quality of teaching foreign languages and giving additional educational services at the university.

Object of the research – students of 2-6 years of study, internal form of education.

Subject of the research – evaluative students' opinions concerning the quality of teaching foreign languages and giving additional educational services.

In the questioning 722 students took part, among them 32,5 % are second-year students, 27,3 % - third-year ones, 25,1 % study at the fourth course, 7,8 % - fifth year students, 7,3 % - students of the sixth course. Out of total number of questioned students 49,2 % study at the contract basis and 50,8 % – budget.

The following structure departments of the university are represented:

faculty of political sciences – 147 students (15,8 %);

faculty of computer sciences – 274 (29,5 %);

faculty of physical training and sport– 38 (4,1 %);

faculty of economic sciences – 141 (15,2 %);

law faculty– 39 (4,2 %);

medical institute – 80 (8,6 %);

institute of state management – 3 (0,3 %).

The sum of % in tables may not equal 100 % because of round numbers.

Table 1

Students' answers to the question "How do you evaluate your level of English knowledge?" in %

Level	Form of studying	
	Budget	Contract
Advanced	1,9	2,4
Upper-intermediate	21,2	16,6
Intermediate	54,4	54,6
Pre-intermediate	19,5	20,5
Elementary	1,9	5,0
Difficult to answer	1,1	0,9

Table 2

Students' answers to the question "In your opinion if enough English knowledge you get at the university for your future professional activity?" in %

Level	Form of studying	
	Budget	Contract
Yes	20,3	21,0
Rather yes than no	37,1	37,6
Rather no than yes	28,0	23,9
No	7,8	11,6
Difficult to answer	6,8	5,9

Table 3

Students' answers to the question "Are you satisfied with your level of English knowledge?" in %

Level	Form of studying	
	Budget	Contract
Yes	24,8	28,6
Rather yes than no	40,7	39,7
Rather no than yes	22,5	17,2
No	7,2	8,3
Difficult to answer	4,9	6,1

Table 4

Students' answers to the question "Do you learn English additionally outside the university?" in %

Level of knowledge	The year of study				
	2 year	3 year	4 year	5 year	6 year
Yes, I learn myself at home	42,1	45,7	37,8	45,2	36,8
Yes, I attend courses and trainings	3,0	6,7	6,0	4,1	2,9
Yes, I have a private teacher	5,3	5,5	5,6	8,2	7,4
Yes, I ask for help my friends and relatives	5,0	7,5	5,2	6,8	5,9
No, I do not have any additional lessons	44,7	34,6	45,5	35,6	47,1

Analyzing students' answers it is possible to come to the conclusion that even if students are not satisfied with their level of English knowledge only 41,52 % work hard independently at home and almost half of them (41,5 %) do not have any additional lessons or work hard independently at home.

It is clear from these tables that both the university administration and the department of the English language have plenty of work to do in order to motivate students, satisfy their needs and help them in broadening their knowledge and mastering practical skills in usage of the foreign language. The research has shown that students' needs have radically changed in comparison with what they were a decade ago. Future computer engineers, programmers, social workers, historians, economists, lawyers want not only to read and translate professional texts, but to discuss special themes, communicate in English in social networks, fill in application forms, write CV, notifications, requests, make notes etc.

As a matter of fact teaching foreign languages to students of non-philological faculties supposes synchronizing the activity of the university and needs of those who study; increasing the specific gravity of students' independent work and autonomy of learning; development of critical thinking and forming skills of a team work. But in many cases students being unsatisfied with their level of English knowledge do not apply any efforts to improve the situation: they do not understand that they themselves are responsible for their own results of learning and should work more persistently to be successful.

Constantly looking for the ways of motivating students to apply more efforts to learning English ESP teachers have already introduced in educational process such modern methods as panel discussion, master-class, training, "round table", case-method, simulation, modeling, project-method, which replaced traditional reading and translation of professional texts or writing

reports. But total introduction of distance learning requires new approaches and practical decisions of organizational, didactic, methodological, psychological and educational issues.

Organizationally and technically distance teaching of ESP as well as other disciplines at Petro Mohyla Black Sea National University is provided on the MOODLE platform with the usage of Skype or ZOOM formats. Bearing in mind the experience of the previous academic year when distance education was first introduced most teachers and students of the second – sixth years of study are psychologically ready for such learning. During the lockdown they highly appreciate the advantages of distance learning when the chances to get infection communicating with the group mates in class are minimized. As for the first-year students some of them still have no constant access to the Internet, the others have problems with time management and cannot join the group in time or do their home task in a necessary format. At the university a special psychological training was organized for each faculty students to help them cope with current problems of distance studying as it differs from school because more tasks should be done independently, the role of self-control grows greatly and time management and planning a working day are becoming a necessary skill for successful studying.

From the viewpoint of didactic it is not always possible to keep to the principle of scientifically grounded knowledge because students being given the task to gain additional information often get it from Wikipedia which cannot be regarded as a scientific resource. Strength of knowledge is difficult to be controlled as it is based on students' oral answers only. As for the methods of teaching such methodological principles as communicativeness, interconnected teaching of four kinds of activity (reading, speaking, comprehension by ear and writing) are difficult to implement in the distance learning format. Teaching monologue speaking is not a problem, at least students can learn the given text by heart, but teaching dialogue speaking is rather problematic: dialogues online seem very unnatural. The only methodological principles which can be completely provided in distance teaching are dominant role of exercises and usage of the native language. Students often abuse the usage of the native language: in the process of translation into Ukrainian it is sometimes impossible to state whether a student translated the text himself or used a computer. While the student is answering the teacher can see him/her on the screen of her computer but it does not mean that the student is not reading the translation from his mobile phone. The other problem is writing grammar test papers: you never know if the student has done it himself or with the help of any application. Moreover the notion of the autonomy of learning has become more popular with students than it was

expected: they started to abuse it to justify their not readiness for classes and promise to prepare all the necessary independently done materials just before the credit or exam.

So it is clear that transition from blended learning to distance education is accompanied by a lot of problems each of them is waiting for its right decision. The main obstacles on the way to distance teaching and learning are: lack of instruments for motivating students, non-effective time management, absence of self discipline, problems of cooperation, technical issues.

Before the COVID-19 quarantine ESP teachers encouraged students to participate in different international programs (both academic and commercial), to continue education at European universities (Poland and Check Republic were the most popular), to have archeological practice in Italy (for history department students). Now it is useless to discuss any travel to other country for educational purposes as it is impossible for the reasons we cannot influence.

Conclusions and Prospects for Further Research. Solving pedagogical problems of distance teaching professional English requires common efforts on the part of the scientific community, universities, ESP teachers and students. Having taken into consideration changed students' needs universities modernized their educational programs, increased the number of hours for independent students' work and guaranteed autonomy of learning. Now educational programs are oriented on forming students' competences in different aspects of teaching professional English: grammar, lexical, stylistic competences. Word building and professional vocabulary are paid more attention in the process of teaching. But it is more difficult to influence students' attitude towards learning and convince them to work independently and bear responsibility for the results of their study.

The advantages of the distance teaching ESP are accessibility, mobility, flexibility, simplicity, interactivity. The disadvantages are mostly connected with the lack of instruments for motivating students, non-effective time management, absence of self discipline, problems of cooperation, technical issues.

Distance learning should give students more chances to get interesting and useful information from the internet, motivate them to master their skills of online communication. Communicating in the internet by means of English students would better understand the necessity of learning foreign languages for their future professional career.

Further research in this sphere should be concentrated on looking for more effective tools for developing students' motivation and encouraging them to master their skills for productive usage of professional English in their practical activity.

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РЕЗЮМЕ

Гришкова Раиса. Педагогические проблемы дистанционного обучения профессиональному английскому языку.

В статье исследуется комплекс организационных, дидактических, методических, психологических и образовательных проблем дистанционного обучения английскому языку для специальных целей. Проанализирован переход от «смешанного обучения», предполагающего объединение аудиторных занятий с обучением онлайн, к дистанционному или «отдаленному» обучению, ставшему реальностью во многих университетах. «Смешанное обучение» обсуждалось учеными и преподавателями-практиками до пандемии COVID-19 как способ более активного вовлечения компьютерных технологий в образовательный процесс в университетах. Сейчас дистанционное образование приходит на смену всем остальным формам обучения благодаря доступности, мобильности, гибкости, простоте и интерактивности. Автор концентрирует внимание на проблемах дистанционного обучения английскому языку для специальных целей, поскольку студенты нефилологических специальностей уделяют больше внимания изучению профессиональных дисциплин. В процессе стандартного обучения преподаватели иностранного языка имеют возможность положительно влиять на студентов, общаясь с ними на аудиторных занятиях. В дистанционном формате необходимо искать новые методы привлечения будущих юристов, экономистов, компьютерных инженеров, программистов, политологов к изучению профессионального

англійського мови. В статті виявлені та обґрунтовані переваги та недоліки дистанційного навчання професійному англійському мови.

Ключеві слова: педагогічні проблеми, англійський мови для спеціальних цілей, дистанційне навчання, організаційні, дидактичні, методичні, психологічні та освітні питання.

АНОТАЦІЯ

Гришкова Раїса. Педагогічні проблеми дистанційного навчання професійної англійської мови.

У статті досліджується комплекс організаційних, дидактичних, методичних, психологічних та освітніх проблем дистанційного навчання англійської мови для спеціальних цілей. Проаналізовано перехід від «змішаного навчання», що передбачає поєднання аудиторних занять із навчанням онлайн, до дистанційного чи «віддаленого» навчання, яке вже стало реальністю в багатьох університетах. «Змішане навчання» обговорювалось ученими та викладачами-практиками до пандемії COVID-19 як засіб більш активного залучення комп'ютерних технологій до освітнього процесу в університетах. Наразі дистанційна освіта приходить на зміну всім іншим формам навчання завдяки доступності, мобільності, гнучкості, простоті та інтерактивності, що розцінюються науковцями як переваги віддаленого навчання. Авторка концентрує увагу на проблемах дистанційного навчання англійської мови для спеціальних цілей у вітчизняних університетах, оскільки студенти нефілологічних спеціальностей зазвичай приділяють більше уваги вивченню професійних дисциплін. За умов стандартного освітнього процесу викладачі іноземної мови можуть позитивно впливати на студентів, спілкуючись із ними в процесі аудиторних занять. У дистанційному форматі необхідно шукати нові методи заохочення майбутніх правознавців, економістів, комп'ютерних інженерів, програмістів, політологів до вивчення професійної англійської мови. Виявлені й обґрунтовані переваги та недоліки дистанційного навчання професійної англійської мови. До недоліків віддаленого навчання англійської мови за професійним спрямуванням нами віднесена слабка мотивація, проблеми зі здійсненням контролю двох із чотирьох видів іншомовної комунікативної діяльності: аудіювання та письма, відсутність можливостей позитивного впливу особистості викладача на студентів у процесі спілкування. У статті наведено статистичні дані щодо ставлення студентів-нефілологів до вивчення професійної англійської мови, їхньої оцінки власних досягнень у вивченні іноземної мови, достатності академічних годин англійської мови за професійним спрямуванням в освітньому процесі університету, отримані в результаті опитування 722 здобувачів вищої освіти Чорноморського національного університету імені Петра Могили.

Ключові слова: педагогічні проблеми, англійська мови для спеціальних цілей, дистанційне навчання, дидактичні, методичні, організаційні, психологічні та освітні питання.