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**DISTANCE TEACHING
IN THE CRISIS PERIOD OF THE WAR IN UKRAINE**

**ДИСТАНЦІЙНЕ НАВЧАННЯ
У КРИЗИСНИЙ ПЕРІОД ВІЙНИ В УКРАЇНІ**

Cherniavska O. K.

*Candidate of Philological Sciences,
Associate Professor,
Associate Professor at the Department
of Foreign Languages
and Vocational Training
University of Customs and Finance*

Чернявська О. К.

*кандидат філологічних наук, доцент,
доцент кафедри іноземної філології,
перекладу та професійної мовної
підготовки
Університет митної справи та
фінансів*

Rozhdestvenska I. Ye.

*Candidate of Philological Sciences,
Associate Professor,
Associate Professor at the Department
of Foreign Languages
and Vocational Training
University of Customs and Finance
Dnipro, Ukraine*

Рождественська І. Є.

*кандидат філологічних наук, доцент,
доцент кафедри іноземної філології,
перекладу та професійної
мовної підготовки
Університет митної справи
та фінансів
м. Дніпро, Україна*

In the context of the Covid-19 situation, emergency remote teaching has become mainstream in foreign language teaching. Despite certain technical difficulties (stability of internet connection, availability of necessary gadgets), experts argue that emergency remote teaching opens up new possibilities for learning. First of all, it is a different way of acquiring language competences which is based on computer-mediated communication. Traditional elements of the lesson, such as making a psychological contact with the group, setting up teacher-student and student-student cooperation, are carried out through the use of technology. The use of learning tools such as Zoom, Skype, Moodle, Edmodo helps to create a synchronous computer-mediated communication (SCMC) environment. According to researchers, “interaction and multimedia communication can be effectively enhanced in language learning through SCMC” [1].

An important characteristic of emergency remote teaching has been its flexibility, its ability to combine effectively with other teaching approaches. For instance, studies have shown that emergency remote teaching improves

its effectiveness when combined with Task-based language teaching (TBLT), Content and Language Integrated Learning (CLIL) and Collaborative learning [3;2]. During 2020–2021 our practice in this field is also positive: applying the symbiosis of emergency remote teaching with Task-based language teaching (TBLT), Content and Language Integrated Learning (CLIL) and Collaborative learning has become an effective tool for vocabulary acquisition, keeping students engaged and motivated in learning English [4].

In 2022, the realities of Russian aggression have become highly actualised in Ukraine. And as the learning process continued in most parts of the country, teachers were challenged to take into account a number of additional factors. First and foremost was the stressful state of students, caused by fear for their lives and health, the destruction or serious adjustment of their plans for the future, or the temporary loss of such plans. In many cases, it is an evacuation and a complete change of lifestyle. A special situation and particular problems arose for students who found themselves in the occupied territories. This means that students were faced with two factors at the same time: adaptation to the new realities and the need to continue learning English. For their side, the teachers should have influenced the psychological state of the students in such a way that their learning did not lose its effectiveness.

A certain solution to this problem, as it seems to us, was the emphasis on the study of vocabulary reflecting the events of the war. In this way we managed to solve two objectives: firstly, to focus the students' attention on the topic of worry, and secondly, to provide them with psychological support, to give them the necessary ethical orientation, which would help them to adapt to the realities of war. To achieve this, we chose stories reporting on the successes of the Armed Forces of Ukraine. A symbiosis of emergency remote teaching with task-based language teaching (TBLT), Collaborative learning and Flipped learning was used as a tool to realise the stated objectives.

In the first stage, students were offered a series of materials introducing them to the necessary vocabulary. These materials included BBC news articles and analyses, as well as official statistical information on the number and types of weapons delivered to Ukraine as part of military support. The students had to independently work through the materials and make a vocabulary of 20-30 words and expressions that were previously unknown to them. The students were asked to use the Memrise application to memorise the vocabulary. The dictionary compiled should consist of a word, its translation, its transcription, its graphic representation, an

explanation of its meaning in English and finally its pronunciation. By working on the dictionary, the principle of flipped learning was applied.

The next, second stage is the Zoom activity. At this stage students selectively demonstrated their dictionaries, that is, not all 20–30 words, but those that they found the most interesting. According to our experience, 1–3 such demonstrations are enough, depending on the group.

The third stage of the activity involves vocabulary activation. Students are presented with an BBC video about the successful reconnaissance work of Ukrainian Territorial Defense near Kiev (<https://www.bbc.com/news/av/world-europe-60878703>). After watching it, students are asked a series of questions aimed at understanding the content of the story. Usually they answer most of the questions after the first viewing, but 1–2 questions require watching the video again. Our practice has shown that such videos positively influence the psychological state of students. It is important for them to see Ukrainian symbols, typical Ukrainian countryside and the emphasis of the British journalist on the mood of the military and the positive outcome of the reconnaissance. Thus, at this stage, a task-based language teaching approach is implemented through an input-providing task.

The final stage of the work focuses on an oral form of vocabulary actualisation. Students are asked to narrate what they have seen in the story with the obligatory use of key words such as Territorial Defense, reconnaissance, drone, Firearms etc. The teacher puts the students into pairs, each working in a Zoom breakout rooms tool. They tell each other the content of the story, and there is one point to be made here: for effective results, students with different levels of English should be paired together. The teacher should organise the work in such a way that the more advanced student speaks first. This gives the second student the opportunity to hear a model of retelling the story. In his or her own retelling, this second student can draw on the model he or she has heard, in addition to his or her own language resources. The first student, in turn, has the opportunity to point out mistakes, correct them or give a clue to the right word. Such modelling of the student-teacher situation, implemented in pairs, allows the weaker student to avoid embarrassment due to possible mistakes.

In general, the proposed approach proved to be effective and solved the following problems:

- to reduce the psychological tension of the students;
- to get know the new vocabulary and learn how to use it;
- to develop reading, comprehension, listening and speaking skills.

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**MULTILINGUALISM WITHIN THE FRAMEWORK
OF THE LINGUAL-SOCIOCULTURAL COMPETENCE
OF BACHELORS – FUTURE TEACHERS
OF ENGLISH AND GERMAN**

**БАГАТОМОВНІСТЬ У МЕЖАХ ЛІНГВОСОЦІОКУЛЬТУРНОЇ
КОМПЕТЕНТНОСТІ БАКАЛАВРІВ – МАЙБУТНІХ УЧИТЕЛІВ
АНГЛІЙСЬКОЇ ТА НІМЕЦЬКОЇ МОВ**

Shramko R. H.

*Candidate of Philological Sciences,
Associate Professor,
Associate Professor at the Department of
English and German Philology,
Poltava V. G. Korolenko National
Pedagogical University*

Шрамко Р. Г.

*кандидат філологічних наук, доцент,
доцент кафедри англійської
та німецької філології,
Полтавський національний
педагогічний університет
імені В. Г. Короленка*