

PECULIARITIES OF LEARNING PROFESSIONAL ENGLISH IN A DISTANCE FORMAT

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Abstract.

The research is devoted to the analysis of the peculiarities of learning professional English in the context of distance learning. The purpose of the research is to study the effectiveness of distance learning of ESP, taking into account the experience of leading Ukrainian researchers in this field as well as clarifying an appropriate way to reform education and to increase the effectiveness of learning, create and introduce the advanced educational systems and technologies. Information and communication technologies have been adopted in education through online learning environments “platforms” and are used worldwide to offer complete courses, or even entire programmes in e-learning mode. The main emphasis is placed on approaches to adapting the learning process to the needs of a modern student and the use of the latest technological tools. The study uses general scientific research methods, including analysis and systematization of literature sources, comparative analysis. The results of the study show that the COVID-19 pandemic has forced the world, including educational institutions, to switch to remote communication. In Ukraine, additional pressure has arisen due to military actions with Russia, which has led to mass migration of citizens for whom knowledge of English has become a necessity. The interest of Ukrainians in English is confirmed by the EF EPI rating, reflecting the country's desire to integrate into the global space. Distance education in Ukraine is based on online technologies, supported by platforms such as All-Ukrainian School Online, and receives government support. English teaching has two models: British and American, which take into account the needs of students. Digital globalization is changing the way we communicate and do business. Distance learning helps to adapt to these demands by providing flexibility and innovation. However, traditional classes that promote deep learning and teamwork remain indispensable. For young people,

smartphones have become a window into the world of learning. Teachers use a variety of online tools, such as Microsoft Teams, Google Classroom, Skype, and ZOOM, to deliver lessons and interact with students, each with its own characteristics. Technologies such as Google Meet and Trello facilitate distance learning, and platforms such as Microsoft Teams, Google Classroom and Skype help with student interaction and assessment. Practical implications. The study can be useful for teachers involved in teaching foreign languages in higher education institutions, as well as for students looking for the best methods of learning languages in distance learning.

INTRODUCTION

Nowadays distance learning (DL) has become a universal way of teaching students both technical and humanitarian disciplines. Any foreign language requires the mastering of a large number of teaching materials, this number increasing due to the language skills heterogeneity in each group and this requires the development of specific skills in each individual group of students. Hence, learning priorities must be correctly prioritized and the specific area of knowledge must be presented in details.

Globalization has become a widespread idea in national and international issue in the 21st century. The use of Information and Communication Technologies in educational process provide expanding access, eliminate distance and increase the quality of education in terms of learning. Overall, ICT is a set of different technological tools and resources, used to communicate, develop, disseminate, store and manage information.

In the educational context, ICT promotes digital literacy by creating essential skills and abilities. The efficiency and motivation of learning online is higher than the traditional method of learning. New perspectives and possibilities for teaching and learning are opening up. An appropriate way to reform education and improve learning effectiveness is to design, create and introduce advanced educational systems and technologies. Information and communication technology has been applied in education through online learning environment “platforms” and is used around the world to deliver complete courses or even entire programmes in e-learning mode.

With web-based educational technologies, the search for a better, more flexible yet more manageable learning environment continues. This is a generation that has never known a world without Google, without the Internet or even without smart electronic devices. Technology is at the core of their lives, influencing every aspect of their daily experiences and influencing their decisions like Google Support, Google Map, etc. Today, the basic need and essential requirement of students is to study effectively, using systems that fully exploit the potential of digital learning. Additionally, information and communication technologies are an important part of their educational experience. The Internet has become a learning medium that provides free or low-cost access to education to people around the world. Nowadays, using the Web is essential for both lecturers and students. Online courses are becoming increasingly mandatory for disseminating knowledge. Therefore, lecturers should reflect on this trend in their educational process and prepare technically and pedagogically to take online teaching into account. In turn, students need

to acquire the right skills to help them effectively benefit from the benefits that online learning offers.

Learning professional English has become an increasingly important task for Ukrainians in recent years. The use of digital technologies is considered a basic requirement in many professional fields. This, of course, also applies to education. Nowadays, digital technologies can help teachers present material more effectively, so the possibilities for learning opportunities are greatly expanded. A good command of a foreign language promotes intercultural relations and contacts, provides an opportunity to study and effectively use foreign experience intercultural communication, and use modern information technologies, to participate in international conferences and seminars, to undergo internships in foreign countries to improve their professional training. International cooperation is an important way for a nation to survive in the modern world. The development of international relations determines the orientation of modern methods of teaching foreign languages to real of communication [22, p. 76]. The end result of learning is aimed not only at language competence, but also at mastering a huge amount of extralinguistic information necessary for adequate communication and mutual understanding. The purpose of the study is to reveal the existing problems of the modern system of education and teaching English in the new realities. To optimize mutual understanding between countries on various issues, it is necessary to study the main features of the traditions and culture of other nations. In the context of globalization, international partnerships, and integration at various levels of business, science, and culture, modern professionals face the need to speak English at a professional level.

1. Advantages and challenges of distance education

Distance learning is a form of acquiring knowledge and skills at a distance through informatization using all learning technologies. In addition, the researcher calls the researcher calls distance learning a set of information technologies through which a student receives the main through interactive interaction, not excluding independent work and control and assessment of knowledge, skills and abilities. Distance education is a specific organization of the educational and pedagogical process based on the use of distance, information and telecommunication technologies.

Recent events, including the impact of the COVID-19 pandemic, have set a new vector for the development of the educational system. Distance learning, which was previously seen as a supplement to traditional forms, is now

becoming the main model for many educational institutions. It allows students to adapt to new conditions, flexibly plan their schedule, and learn a language from anywhere in the world. However, along with its advantages, the distance format also brings challenges. First of all, it means losing the opportunity for live communication, which is key to developing communication skills. It is widely known that quality teaching remains so under any circumstances. Of course, for all educators, classroom teaching is the teaching format that we were trained for in higher education institutions, what our students are used to, and what we know how to do best. The fact is that in traditional distance learning, the teacher's "controlled influence" was exerted directly on language learners. In distance learning, this "control" by the teacher is carried out indirectly, namely through any technical system that is formed between the teacher and the learners [18]. This fundamentally changes the type of relationship between the participants in the learning process, requiring the development of more detailed instructions for them, taking into account the change in the format of the relationship between them.

English, known for its global presence, is the main tool of communication in many industries. Given recent world events such as wars and mass migration, its proficiency is becoming even more important, as the language promotes social integration and opens up new professional opportunities. Thus, learning professional English in a distance format requires a deep understanding of modern challenges and pedagogical approaches that ensure the effectiveness of learning in the absence of the opportunity to learn it in a traditional way.

With the development of technology and under the influence of global events such as the COVID-19 pandemic, the educational process has undergone significant changes, especially in the study of foreign languages. O. Vakulenko, R. Popovych,

I. Tymoshchuk [1] focused on strategies for distance language learning in the context of modernizing Ukraine's educational system, emphasizing the importance of pedagogical adaptation to the latest technological tools. The work of O. Hryshkova [2] is aimed at adapting the educational process to the needs of students of non-philological specialties, considering the peculiarities of learning professional English. A. Kovalenko [3] studied the specifics of forms and methods of work in the distance learning of foreign languages during the pandemic, emphasizing the necessary changes in teaching approaches. The study by Lozynskyi, Lipchenko, and Usyk [4] points to the significant impact of distance learning on the professional training of IT specialists. They emphasize that such learning can have both positive and negative aspects. O.D.

Ostafiychuk [5] drew attention to innovative methods and technologies in teaching English that help to adapt to changing learning conditions. At the same time, the study by L.Y. Pryima, N.G. Tanko, N.O. Sherstyuk and O.M. Belyaeva [6] focuses on medical universities, emphasizing the peculiarity of distance learning of English in this sector.

The issue of distance learning of languages in general education institutions during wartime remains poorly researched, as pointed out by V. Redko [7]. Also, the unique conditions of martial law and adaptation to them during the study of foreign languages were studied by O.P. Serdiuk and M.P. Leonenko [8].

Against the background of all these studies, it becomes obvious that the peculiarities of learning professional English in a distance format require in-depth analysis and systematization of information.

The purpose of the article is to study the effectiveness of ESP distance learning, taking into account the experience of leading Ukrainian researchers in this field.

Let us turn to the problem of teaching a foreign language in modern conditions and in the information and educational environment, which has its own peculiarities due to the specifics of the subject. When implementing distance English language teaching, it is necessary to take into account the fact that the basic component of foreign language teaching content is not the fundamentals of scientific knowledge, but the ways of activities that ensure the acquisition of various types of language activities: listening, reading, writing, speaking, that is, the formation of skills related to communication. Among the models of distance learning for distance learning of a foreign language, it is advisable to use two types: traditional distance learning and e-learning. The characteristic features of traditional distance learning are asynchrony in time, delivery of educational material through mail and other means of information transmission. E-learning takes place asynchronously and synchronously, the communication between the teacher and students education and the exchange of educational material is carried out through information and communication technologies.

These models have their advantages and disadvantages. Among the advantages are the following: social equality, transparency, mobility, efficiency, rationality, modularity, accessibility, flexibility, and the possibility of live communication, interactivity, multisensory, monitoring, and the possibility of self-development. Among the disadvantages include the lack of sufficient Internet speed and incomplete coverage of the territories with wireless Internet,

the negative impact of the lack of personal on the psychological state of the lack of personal contact in the learning process, insufficient level of knowledge of the subjects of the educational process in the field of electronic means, low level of opportunities control over the level of independence in the performance of tasks, a decrease in the degree of motivation of students, and frequent cases of insufficient level of self-discipline and self-organization. Among the advantages that are important in distance learning of foreign languages are accessibility, communicativeness, visibility, interactive interaction, feedback, independent work with the use of new information and communication technologies, and a positive emotional background.

Summary of the main material. The spread of the COVID-19 pandemic has led to a global shift to remote formats of interaction in many aspects of our lives. First of all, the education sector has felt these changes the most. Schools, universities, and other educational institutions in a number of countries were forced to switch to the online format to ensure the continuity of the educational process [10, p. 34]. The world has witnessed the introduction of new teaching methods, interactive platforms, and tools that helped keep students and teachers connected. Teachers were looking for creative approaches to keep their students interested, and students were trying to adapt to the new reality where they were studying at home, often without direct contact with their peers.

In Ukraine, this situation has become even more complicated due to additional challenges caused by Russia's armed aggression. The imposition of war law in 2022 [8] changed the usual rhythm of life for many people. In such cases, schools and higher educational establishments became not just educational institutions, but also places where students could receive psychological support, a sense of community, and faith in the future. Teachers had to find a balance between teaching and supporting their students in these difficult times.

Consideration and analysis of the organization of foreign language teaching distance learning on the basis of computer telecommunications has shown that distance learning of foreign languages has its own specifics, due to the fact that it involves teaching different types of speech activities. Of course, to teach such types of speech activities as reading and writing, you can largely be limited to online courses, as the peculiarities of these types of these types of speech activities do not require voluminous graphics in themselves or even a significant amount of soundtrack. However, when teaching when teaching speaking, pronunciation, and listening, it is impossible to limit yourself to text files alone, because it is necessary to rely on audio and the creation of various situations

that stimulate oral statements of the learners, that is, there is a need to rely on illustrative material. Undoubtedly, taking into account the methodology and specifics of distance learning of a foreign language in higher education institutions, we should its numerous advantages.

These include, in particular, the following:

1) the distance form can be successfully used in studying a foreign language by higher education students at any stage of study;

2) distance learning is not a form of distance learning or a type of independent activity; it is built in accordance with the content and objectives of full-time education;

3) distance learning provides an opportunity for higher education students to work independently on educational material and receive the necessary consultations at a convenient time for them, regardless of location.

English, long recognized as the world's language of communication, has become even more important in times of war and as Ukraine's precise vector to the European Union. Russia's full-scale invasion of Ukraine has led to a massive migration of Ukrainians abroad. In such circumstances, English language proficiency has become not just a desirable skill, but an important necessity for adaptation in other countries.

The EF EPI international ranking, which analyzes the level of English proficiency in different countries, confirmed this trend. According to 2022 data, Ukraine ranked 35th out of 111 countries. This increase in position by five places compared to the previous year indicates the growing motivation of Ukrainians to learn English.

In the context of the war, learning English has become for many people not only a means of international communication, but also a key to a new life, an opportunity for employment, education and socialization in other countries. This popularity of English is a reflection of the strengthening of global changes and the desire of Ukrainians to integrate into Europe despite national challenges [9].

Distance learning has long been a hot topic in the educational environment. However, two key concepts should be distinguished: "distance education" and "distance learning". "Distance education" refers to a form of education where educational services are available to a large audience through the use of information technology, regardless of their geographical location. Whereas "distance learning" refers to the direct process of interaction between a teacher and a student, which takes place with the help of technology at a certain distance. The main goal of this process is to acquire professional knowledge and develop competencies [3].

Therefore, one of the main and most important tasks of a teacher of a particular discipline during the transition to online learning is to maintain students' interest and motivation. Statistics on distance learning today show that less than 50% of all students enrolled in higher education regularly join online classes. There are various reasons for this: technical, internet connection speed, family problems, etc. One thing is clear: the instructor must find ways to support, encourage, and even help the student in their online learning. Distance learning refers to a pedagogical methodology where the main part of the learning process takes place without the physical presence of students and teachers in the same place. Thanks to modern technology, this approach allows for learning via Internet connections, where course materials, video lectures, tests, and other resources are available online.

Distance learning can take place in two main formats: synchronous and asynchronous [6].

1) The British model of distance learning, also known as asynchronous or individualized, focuses on self-directed learning. It is intended for those who wish to obtain basic or additional education without leaving their main activity. This model includes well-structured learning materials, a system of group classes and individual consultations (tutoring), and a developed system of student certification that guarantees a high level of education quality.

2) The American model of distance learning is synchronous and group-based. It is seen as an alternative to full-time education, where direct contact between the teacher and students is replaced by telecommunication. In this case, the emphasis is on the use of modern telecommunication technologies, while the learning system itself remains relatively traditional.

Both models offer valuable approaches to foreign language teaching, giving teachers in Ukraine flexibility in choosing teaching methods and tools. This allows them to adapt the learning process to the specific needs of students, their individual characteristics, and the situation in the country, as well as to ensure a high level of quality education in this important area [1].

In Ukraine, both synchronous and asynchronous forms of learning are actively used to teach foreign languages, which allows maximum flexibility and efficiency in the educational process. Synchronous teaching methods are appropriate in cases where direct interaction between participants in the educational process is required. For example, when discussing complex grammar issues, active speaking practice, or role-playing games. Synchronous learning is also appropriate for keeping students motivated, as direct communication with the teacher and other students can help maintain interest

in the material. In addition, if there is a need to get quick feedback or explanations from the teacher, synchronous classes are the best choice. These are mostly live online lessons, video conferences, webinars, and group discussions [20].

Asynchronous learning methods, on the other hand, are ideal for self-paced learning when students need to work at their own pace. These can include recorded video tutorials, audio recordings, text materials, online grammar and vocabulary trainers, tests, and other self-study tasks. Students can work with these materials at their own convenience and then receive feedback from the teacher. This is especially useful for learning vocabulary, writing assignments, or watching videos. Also, asynchronous methods are convenient when students have different levels of training or workloads, allowing each of them to start the material at a time that suits them. In addition, they can be useful for in-depth learning when students need more time for reflection or practice.

Ukraine often uses a blended learning approach, where synchronous and asynchronous forms are combined. For example, a student can first watch a recorded lesson (asynchronous form) and then join a live discussion or video conference (synchronous form). This combination makes it possible to learn the material as efficiently as possible by combining independent work and interaction with the teacher and other students [6].

Engagement in distance learning may depend on various factors:

- agreed learning formats with the military-civilian administration,
- technical equipment of students,
- availability of the Internet and electricity.

In this context, the All-Ukrainian School Online platform (<https://lms.e-school.net.ua/>) is proving to be extremely useful. It provides teachers with the opportunity to use ready-made video lessons, notes, and test tasks for each class. In addition, the teacher's office on this platform helps to organize virtual classes, monitor students' progress and receive feedback from them, which allows for an effective dialogue between teacher and student [8].

In Ukraine, teaching foreign languages through distance formats is becoming increasingly important, which is emphasized by various regulations. One of the fundamental steps was taken in 2003, when the Cabinet of Ministers of Ukraine approved the Program for the Development of the Distance Learning System for 2004-2006. This document was an important contribution to the formation of a modern educational paradigm. The importance of distance education is confirmed by the Presidential Decree "On the National Strategy for the Development of Education in Ukraine until 2021" published in 2013, as well as the Law of Ukraine "On Higher Education" adopted in 2014.

Learning professional English is becoming increasingly relevant in a world where digital transformation is changing the boundaries of communication and business interaction. Distance learning plays a key role in this context, helping professionals adapt to rapidly changing market demands and cultural characteristics. The main features of learning professional English in a distance format are:

- flexibility and accessibility. The distance learning format allows students to study at a time and place convenient for them, regardless of geographical location. This is extremely useful for busy professionals who want to develop their language skills.

- individualized approach. Interactive platforms and online resources allow you to adapt the learning material to the specific needs and goals of each participant.

- technological innovations. The use of modern technologies, such as virtual reality, artificial intelligence, or gamification, can make the learning process more engaging and effective.

- instant feedback. Most platforms provide automatic assessment of exercises, which helps learners quickly identify their weaknesses and improve.

- global collaboration. By learning a language online, learners have the opportunity to communicate with native speakers, experts, and colleagues from all over the world.

- in-depth learning. Additional resources, such as podcasts, video blogs, news and articles, are available to deepen your knowledge and practice of the language in a professional context.

- adaptive learning. Modern platforms can automatically adapt the material to the learner's level of knowledge, offering exercises according to their current skills.

Despite the advantages and prospects of distance learning, students miss face-to-face communication. This interaction is a fundamental part of the educational process, where every direct conversation, discussion, or even short debate can be key to a deeper understanding of the material. Live communication allows students to express their opinions, ask questions, and receive instant feedback, which promotes critical thinking and introspection [17, p. 132]. Real-time interaction is also important for developing teamwork skills, as joint projects and discussions in the classroom support communication activity and social interaction.

Moreover, such communication in the classroom opens up the possibility of informal conversations between students, where they can share personal

experiences, reflections, and feelings about the learning material. Such moments contribute to the formation of deep friendships that can last a lifetime.

In the context of distance learning, this interaction is often lost. Although modern platforms allow for video conferencing and chatting, nothing can completely replace the emotional exchange and energy of real-life communication in the classroom. Therefore, regardless of technological advances, the importance of live communication remains unchanged for a harmonious educational experience.

2. Forms of professional foreign language learning

In the Ukrainian educational process, teaching can take a number of forms. A fully remote learning format is implemented by private foreign language courses, while public educational institutions practice a mixed learning format. Considering the forms of English language teaching in public educational institutions, it is worth noting that the lecture traditionally remains the main method of transferring theoretical knowledge: the teacher presents the material and students actively perceive it. The most popular of today's technical devices of varying quality among young people is the smartphone. Indeed, modern smartphones are convenient because they contain a large amount of materials necessary for learning a foreign language and can be carried around in your pocket. Apps and programs allow you to improve your writing, reading, listening, and speaking skills on the go. Mobile devices make it easier to find certain information, and when you download the necessary software, they help you find only the information you need. In addition, mobile devices help students watch pre-downloaded videos and listen to audio files at their convenience. The teacher, in turn, also acquires professional skills in working in this format, in the process of which certain skills are formed, strategies are developed that can be used in online teaching methods [25, p. 48]. And foreign language teachers understand that their students need to practice their skills every day, for which the teacher needs to use various techniques and methods that contribute to the formation of skills and the development of certain abilities of students. In order for online classes to be interesting, useful and effective, it is necessary to take into account the interests and needs of the audience to achieve the goals set.

Online lectures in English differ from traditional lectures not only in the format of material delivery, but also in the additional opportunities provided by the digital environment. In particular, online lectures can use video and audio materials, interactive exercises and games, which makes the learning process more dynamic. This is especially important when learning a foreign language,

where the emphasis shifts from the simple transfer of theoretical material to the practical use of the language. When learning English through online lectures, it is important to use authentic materials, such as videos with native speakers, which helps students adapt to the real language environment. In addition, the ability to submit assignments in real time and receive feedback from the teacher or classmates encourages more active participation in the learning process.

The peculiarity of learning a foreign language from online lecture material is that students can view lectures at any time convenient for them, repeating difficult points, which contributes to better learning.

Numerous studies confirm that lectures are no longer effective for learning a foreign language, and therefore, with the development of pedagogy and technology, other forms of teaching are becoming more and more popular. Let's take a look at the most popular forms of professional foreign language learning that are gradually replacing lectures.

1) Discussions, conversations, and role-playing games activate students, encouraging them to think critically and actively participate in the learning process. Project activities allow for a deeper understanding of the material and consideration of it from different perspectives. Interactive forms of teaching, such as virtual laboratories or online seminars, use modern technologies to deepen understanding of the material and engage students in active participation in learning. Thus, teaching in Ukraine combines traditional and modern methods in an effort to provide quality education for every student [3].

2) Themed presentations are an important tool for improving English language skills at a distance. They are effective for different levels of language proficiency because they activate learning and engage different types of memory: visual, auditory, etc. During online classes, presentations provide visualization of the material, and students can use keywords, diagrams, and illustrations. This facilitates a structured and confident expression of thoughts. Presentations are useful for both general and specialized English, especially for topics that require a lot of illustrations. They can be used at different stages of learning, from introduction to review.

3) Training - the main advantage of training is the active participation of all students. The teacher who conducts the training should have in-depth knowledge and skills to effectively conduct the class, making efforts to ensure that all students are actively involved and respected. This method helps to master the material qualitatively through a combination of theory and practice [3]. Training is a form of interactive learning, aimed at developing interpersonal communication skills and communication behavior. The advantage of training is

that all participants are actively involved in the learning process. The trainer who conducts the training should have psychological and pedagogical knowledge and be able to use it appropriately use them in the learning process, know methods of obtaining information, be able to collect it and present it to participants, and influence their behavior and relationships. At the same time, students all are actively involved in the work, respect the feelings and views of others, and follow the rules of working in a group. Thanks to the effective combination of theory and interactive exercises, the students are able to learn as well mastering educational material.

4) Listening to audio. Audio materials, such as podcasts, audiobooks, or news stories, are a great way to improve listening comprehension skills. Students can listen to a variety of sources to understand accents, intonations, and different speaking styles. The teacher can choose the material according to the students' level of knowledge and offer tasks aimed at checking the understanding of the main content, details, or even emotional tones of the conversation.

5) Group projects. Online tools such as Google Docs or Trello allow students to collaborate in real time, regardless of their physical location. Group projects can include research, creating presentations, or writing articles. This method helps students improve their writing, communication, and teamwork skills. Group discussions are usually focused on a specific topic and aim to identify the best solution and deepen understanding. This approach promotes deeper comprehension of information by participants. Initially, participants are given a task to complete, for which they must prepare reasoned responses within a certain time frame.

6) Web quest. As part of a web quest, students search for specified information on the Internet. Such tasks help students to use their time effectively, develop analytical skills and information processing abilities. Various variants of web quests can be used for online foreign language learning: developing interactive narratives where students can choose several scenarios; researching specific problems and reflecting the findings in documents; online virtual interviews, etc. [3].

7) Creative tasks. Creative assignments, such as writing short stories, poems, or diaries, can encourage students to use the language in a more fluent way. They help to expand students' vocabulary, stimulate their imagination, and teach them to express their thoughts and feelings. The teacher can give feedback by correcting sentence structures, grammar, and vocabulary to help students improve their writing skills.

It should also be noted that under quarantine restrictions, most types of classroom discussions, brainstorming, presentations, business games, etc. are conducted in the virtual space.

The main methods of distance learning English that have proven themselves in practice include conversations, role-playing games, discussions, project implementation, the use of stimulation and motivation methods, as well as control and self-control, especially in writing. For beginners, methods based on visual and auditory perception are extremely effective. For more experienced learners, the emphasis is on creative tasks, problem-solving activities, and project work that develops independence and creativity.

When choosing a distance learning mode, it is important for students and teachers to pay attention to the technical side of the issue: stable internet, high-quality sound and video, which are key success factors for online lectures. According to the study, students consider Skype to be the most convenient service for online lectures (43.8% of respondents), while 35% prefer Zoom. Communication and support play a special role in distance learning: in most cases (71.6%), classmates become the main assistants, and group supervisors (38.3%) and teachers of specific courses help students solve problems that arise during their studies [4].

Today's younger generation pays great attention to smartphones, which have become a key technological tool in their daily lives. The main advantage of smartphones lies in their mobility and ability to provide access to a wide range of learning materials from anywhere in the world. This is particularly true for foreign language learning, where smartphone apps can improve listening, reading, writing, and speaking skills. Learning platforms designed specifically for mobile devices make the learning process as convenient and efficient as possible, as they allow you to quickly find the information you need, download videos and audio, and use them at any time you want [10].

When working remotely, many teachers turned to different platforms for effective knowledge transfer. The most popular platforms were Microsoft Teams Google Classroom, which was used by almost all (100%) to send out materials, check assignments, test and evaluate students. For video lessons and consultations, Skype and ZOOM were popular choices. Teachers also used specialized platforms and resources, such as quizizz.com, ProfeDeEle, Aprenderespañol, Lingolia, and VideoEle. Other platforms such as ExpressDigibooks, Viber, MyClass, Na Urok, Youtube, Liveworksheets were also used. Additionally, video materials from the official TV channel of the Ministry of Education and Science of Ukraine and the Rada TV channel were used.

Table 1

Advantages and disadvantages of platforms in the process of distance learning of professional English

Platform	Advantages	Disadvantages
Microsoft Teams /Google Classroom	Integration with Google services, convenience, versatility, free of charge, ability to charge tasks, integration with Microsoft 365, recording capabilities	Technical problems, dependence on Internet connection, not always intuitive interface
Skype	Ease of use, accessibility, video and audio calls, integration with Microsoft 365	Limited functions, possible connection problems, lack of educational tools
ZOOM	Multifunctionality, connection stability, screen splitting features, recording capabilities	Pay for long sessions, privacy issues, need for a good internet connection
quizizz.com	Interactive tests, convenience, gamification, feedback	Specificity, possibility to use only for tests
ProfeDeEle & others	Specialized resources, focus on language learning	Limited amount of materials, paid subscription is possible
ExpressDigibooks	Large selection of materials, multimedia, adaptability to students' level	Paid subscription, platform may be confusing for some
Viber & others	Convenient for messaging, communication, group chats	Not specific for learning, possible privacy issues
Youtube	Extensive database of videos, possibility to subscribe to channels, commenting	Advertising, some content may be inadequate, lack of specialized learning tools

Microsoft Teams and Google Classroom, which have gained popularity among foreign language teachers, are distinguished by their intuitiveness and user friendliness. The main advantages are that all information is centralized: the teacher can monitor grades, provide comments, and interact with students and their parents. However, there are also problems, for example, a large number of assignments can make work difficult, and files can sometimes disappear. Despite this, many teachers plan to continue working with Microsoft Teams and Google Classroom.

Both synchronous tools such as Zoom or Skype and asynchronous tools such as email services, blogs, or video tutorials were widely used in distance education. Additionally, email was popular for providing feedback.

Online resources also play a key role, providing access to a variety of learning resources: e-textbooks, video content, and interactive testing. Modern technical capabilities have also facilitated interactive communication and sharing of materials, including data visualization at a distance [6].

Let's consider the key advantages of each method in professional English language learning.

Table 2

Modern methods and technologies of professional English language learning in a distance format

Method	Advantages	Modern technologies
Conversation	Opportunity to receive feedback, in-depth analysis of the topic	Microsoft Teams, Google Meet, Skype, Zoom for video communication
Role-playing games	Development of communication skills, language learning in the context	Role-playing apps, VR language simulations
Discussions	Training critical thinking, active learning	Online forums, Slack channels, Discord communities
Implementation of projects	In-depth study of a specific topic, teamwork	Trello, Asana for project management; Google Docs for collaboration
Methods of stimulation and motivation	Increase motivation and interest in learning	Applications for celebrating achievements, e.g. Duolingo, Memrise
Written assessment	Learning grammar, vocabulary and language structures	Online grammar tests, Grammarly
Auditory learning	Listening skills training, pronunciation	Podcasts, audiobooks, Listen & Repeat apps
Visual learning	Visual support, learning through graphics and videos	Video courses, YouTube channels, interactive presentations

To evaluate students' knowledge and skills, teachers use a number of effective tools that are maximally adapted to the peculiarities of distance learning. Let's take a look at the most common assessment platforms:

- Microsoft Teams, Google Classroom. They allow you to automate the process of accepting assignments, including automatic reminders to students about the deadlines. Teachers can immediately evaluate the work, add

comments, and provide feedback.

- Email. Convenient for sharing audio and video files, as well as for detailed feedback on written work.

- Skype. Ideal for assessing speaking skills, the ability to conduct a dialog with a student or organize group discussions.

- Viber. Allows you to quickly receive photos of completed assignments from students and provide prompt feedback. It can also be used for short oral answers or clips.

Young people often do not use the functions of the device to the fullest extent. They are often not familiar with the skills of using certain applications, especially those related to self-education. Therefore, students need to be taught how to use technical devices in distance learning. Undoubtedly, online learning in its current state has some drawbacks that can be corrected by practicing the use of all the functions of digital devices. Teaching in the classroom or online is an interpersonal process that requires the use of one's own experience, knowledge, skills, and certain methodological techniques. This is something that every teacher already has, so technology can't hurt. The variety of online tools gives teachers the opportunity to choose the most effective assessment methods that meet the needs of a particular group of students. It is important to always focus on the quality of feedback, as it is a key element of successful English language learning.

CONCLUSIONS

Due to the spread of the COVID-19 pandemic, the global community, including the education sector, has moved to remote formats of interaction between teacher and student. In Ukraine, the situation has been exacerbated by the war with Russia, forcing many Ukrainians to seek refuge abroad, where English language skills have become critical. The EF EPI international ranking confirmed the growing interest of Ukrainians in learning English, reflecting the country's desire for global integration despite the existing challenges.

The distance learning format in Ukraine is characterized as a pedagogical methodology where most of the learning processes take place online. Such learning is supported by modern technologies and platforms such as the All-Ukrainian School Online. This approach has received significant support from the government. In the context of foreign language teaching, there are two main models: British (asynchronous) and American (synchronous), each of which has its own characteristics and meets different needs of students.

Since the basic principles of teaching remain the same, it takes time to

develop specific online teaching skills, understand your students, make classes interactive, and show students the value of what they are learning. All these factors help to motivate students, even during online learning. The effectiveness of the process of learning a foreign language is achieved when it is structured in such a way as to be efficient and enjoyable at the same time. All educators have already realized that classes will not always be held in the classroom, but it has also become clear that there are many effective methods of learning a foreign language online.

In addition, distance learning provides equal opportunities for education regardless of place of residence, health status, or social status, which makes it possible to significantly expand the number of higher education students. The role of the teacher also changes somewhat. After all, distance education expands and updates their participation in the learning process, makes them a mentor-consultant who has to coordinate the cognitive process, constantly improve their level, increase their creative activity and qualifications in accordance with innovations.

Virtual learning environments maximize interaction and cooperation, interest in learning and obtaining no new information. Using different platforms for teaching English lecturers can create an environment for lifelong learning with unlimited control, making changes, archiving, viewing, etc., and most significantly – for close interaction of scholars with the teacher. Globalization and digital transformation are expanding the boundaries of communication and business interaction. Distance learning is a response to these changes, helping people adapt to new market demands and cultural contexts. It offers flexibility, individualized approach, innovation, instant feedback, global collaboration, deep immersion, and adaptive learning [23]. However, live communication in the classroom, which promotes deep understanding of the material, critical thinking, teamwork, and the formation of friendships, cannot be completely replaced by online formats, emphasizing its continued importance.

Today, smartphones are a key tool for young people to access language learning resources. During distance learning, teachers have been actively using platforms such as Google Classroom, Skype, ZOOM, and others that work through smartphones. Each of the platforms has its advantages and disadvantages in the context of learning. Additional methods of teaching English in a distance format include asynchronous and synchronous learning through audio and video communication, interactive communication, watching educational videos, online tests, and doing exercises. Modern technologies, such as Google Meet, Skype, Role-playing apps, Trello, and others, help optimize

these methods.

Teachers use various platforms, such as Google Classroom, Skype, and Viber, to assess and provide feedback to students, focusing on the quality of this feedback as a key element of successful learning.

Further research should be conducted in the direction of identifying the most influential factors on the motivation of applicants and selecting and developing authentic educational material that is interesting to them, organizing online production meetings in accordance with the training program for applicants.

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