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ENGLISH TEACHING AND LEARNING DURING THE COVID-19 CRISIS

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Анотація *Шок кризи в освіті, викликаний COVID-19, був безпрецедентним. Це призвело до найбільшого в історії краху в системі освіти, що вплинуло на учнів та викладачів у всіх країнах та на всіх континентах. І все ж таки освітянське співтовариство виявилося стійким, створивши основу для відновлення. Ця криза стимулювала інновації в освітньому секторі. Ми побачили інноваційні підходи на підтримку безперервності освіти та навчання. Рішення для реалізації дистанційного навчання були розроблені завдяки суттєвій ролі вчителів та освітянського персоналу.*

Ключові слова: дистанційне навчання, дистанційна освіта, криза освіти, covid-19, онлайн-навчання, навички викладання.

Abstract *The shock of the COVID-19 crisis on education has been unprecedented. It has created the largest disruption of education systems in history, affecting students and teachers in all countries and all continents. And yet, the education community has proved resilient, laying a groundwork for the rebound. This crisis has stimulated innovation within the education sector. We have seen innovative approaches in support of education and training continuity. Distance learning solutions were developed thanks to the essential role of teachers and education personnel.*

Keywords: distance learning, remote education, education crisis, covid-19, online training, teaching skills.

Introduction

Today educational institutions across the globe have been trying to adapt to the conditions of the pandemic taking into consideration they are unusual conditions. It is out of question that this is a difficult time for the education system, educators and research professionals all over the world. We have always believed that education connects us, and at this time of uncertainty, this is more important than ever. This is a huge challenge for education systems which in general are organised to provide traditional classroom-based teaching and learning. The response has been to look for ways of supporting remote and home-based learning.

Research results

Remote education is an opportunity to study and receive necessary knowledge remotely from the educational institution at any convenient time. Principles in remote education and the Concept of remote education development in Ukraine regulate the rights and responsibilities of participants in the educational process. There are claims that Ukraine is not ready for remote education, this is an insult to most educators who have persistently been implementing a form of remote education. Head of the Ministry of Education and Science of Ukraine Serhii Shkarlet emphasized that Ukraine is relatively ready for remote education now. He said that the organization of the educational process including remote or mixed formats of education during the pandemic requires not only funds, but also to a large extent the desire to change the way of working from heads of educational institutions, educators and students themselves [1].

However, teachers remain a fundamental asset for the learning process during the covid-19 crisis, even though they may be unable to have regular contact with their learners. They need to know how to translate their classroom teaching skills to this new environment. In the context of English language teaching, teachers need to learn how to continue to develop the four skills of reading, writing, listening and speaking as well as provide input so their students can continue to develop their understanding of vocabulary, grammar and pronunciation. This is likely to involve some departure from the textbook they are used to using in class. They need to learn how to find appropriate resources to help them teach the curriculum in new ways, while still focused on the overall learning outcomes their students are expected to achieve. In higher resource contexts where online interaction or communication is available, teachers need to quickly develop their digital literacy skills to be able to effectively use the available tools. This might be done by setting up online training or by distributing clear guidance and resources for them to selfaccess. Again, developing strategies for navigating through the available content online for this purpose are extremely important. Teachers need to support each other and share ideas to be successful with using new approaches [2].

Conclusions

Education crisis created by the Covid-19 pandemic has greatly affected the education system as well as educational, pedagogical and teaching models. Therefore, we should highlight perspectives of remote education and teaching practices taking into account all risks and opportunities, strengths and weaknesses. Regarding English language teaching, we should assess how English language learning can be continued and supported, given that effective language teaching and learning ideally requires motivational communication activities in the target language, as well as less interactive learning materials related to the curriculum.

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