

## **Basics of Online Teaching, Usage and Implementation Process in the Period of COVID 19**

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### **ABSTRACT:**

The article deals with the issues based on the implementation of online learning in a higher educational institution during the period of pandemic. The pedagogical activity of the teacher was investigated - the development of methods, the preparation of content, the choice of educational technologies. As well as, the global crisis caused by the pandemic is somewhat pushing education into the background, as governments today are more focused on measures in the areas of health, economic and social policies aimed at overcoming the pandemic and its consequences. But, despite the obvious negative consequences of the pandemic, it nevertheless provided a number of opportunities and an understanding that in today's unpredictable world it is imperative to bridge the digital process. Comparison of the results of the survey by students, blended and online learning models are studied. Recommendations are given on the application of techniques, the formation of content and the choice of modern technologies when organizing online education in the university.

**Keywords:** online learning, blended learning, pedagogical design, pedagogy in e-learning, virtual educational environment, active, interactive teaching methods, information and communication environment.

### **INTRODUCTION**

Nowadays, education systems around the world are taking measures to organize education in the context of the coronavirus (COVID-19) pandemic. The closure of schools and the urgent transition to distance learning of schools are associated with obvious problems, mainly due to insufficient technical equipment (unavailability of the infrastructure of mass distance education), the absence or poor preparation of teachers to work in the new conditions. These and other problems pose a challenge to the education system in a critical situation. At the same time, along with obvious challenges and problems, the new format of education provides a wide range of opportunities and prospects for changing and improving educational systems for which a critical situation creates forced conditions. One of the primary tasks in the field of education is the timely analysis of the current situation, the adoption of the most adequate measures, taking into account the specifics of a particular country, and the support of all participants in the educational system: students, their parents, teachers and administration at all levels. It is now important to carefully document the actions taken and their consequences in order to further analyze their applicability in the education system. In addition, it is necessary to take into account international experience and use the best practices.

### **METHODS AND ANALYSIS**

Currently, there are some difficulties in the organization of effective learning in a pandemic situation. Some of these are due to problems with a reliable Internet connection and access to

digital devices. Online learning is a way to organize the process of self-study of educational materials using in educational environment based on Internet technologies, training, using the Internet and multimedia. online education at the university is implemented at the institutional, managerial, technological and pedagogical levels. The teacher, participating in the implementation of the university's strategy, acts in accordance with the regulations developed by the university. Methodology for conducting training events online is predetermined. The number of forums, individual works, tests, the schedule for studying the discipline, the publication of an electronic journal, links, a list of references and various topics are regulated [1].

A teacher who uses active and interactive teaching methods and ICT in the educational process has two tasks:

- create content and methods aimed at fulfilling problematic, search tasks within the framework of existing regulations for the bulk of students;
- apply active and interactive teaching methods and demonstrate results this work to all students.

It is advisable to adapt habitual independent work and seminars to the conditions of the information society. The need of modern people to search for information on the Internet and use gadgets is an objective reality. Obviously, the tasks, the system performance evaluations should make students think, motivate them to take action.

The set of methods and tools for preparing online assignments includes:

*Preparation of materials for independent work and seminars in the form of a forum.* The topic and content of the tasks should not repeat. The topics or questions of the discipline topic, the tasks should be memorable and aimed at identifying causal connections, general and special, for comparative analysis.

*Determination of the scope of independent work and presentation in the forum.*

The volume should be small and specified in the requirements for completing tasks (for example, independent work 1.5–2 pages, one presentation in the forum - 0.5 pages). This objectively limits the process of downloading material from the Internet, encourages the student to select information and gives the teacher more opportunities to evaluate the completed assignment.

*Development of guidelines for completing assignments.* Methodological instructions can be either included directly in the assignment, or formulated in the form of instructions for performing independent work or student work in a virtual seminar. The second option is probably more rational, since the student gains experience that he can transfer to other types of his activities-preparation, procedure for completing a short essay or public speaking, the ability to ask questions and answer colleagues' questions.

*Formation of the student motivation system.* Evaluation criteria should be clear formulated. The use of a point-rating system (BRS) for assessing knowledge allows indicate how many points are awarded for content, completion of work on time, availability of links, attraction of additional materials, expression of a well-grounded student's own opinion, repeated speeches in a virtual seminar on the essence of the assignment.

*Preparation of online learning content.* It can be an electronic version of the textbook or training manual, electronic course, electronic textbook. The content also includes video lectures and presentations regularly updated by the teacher. It is advisable for presentations to be presented in the form of diagrams and tables. Such means of graphic visualization are an important methodological technique that stimulates visual memory and logical thinking of the student.[3]

In the online learning, active and interactive methods are successfully implemented in educational design, the course of students' individual and collective creative assignments. These activities (in the studied universities) are not regulated by documents on the organization of online or blended learning and are carried out by students and teachers at voluntary basis.

The interactive project method has many advantages. Its effectiveness increases with the use of modern ICT. The advantages of the implementation of educational projects in the information and communication environment include not only the development of new ICTs by students and teachers and the strengthening of interaction between them using the means of the digital world. Online education design allows you to effectively solve pedagogical problems. A learning project is a team effort.

The information and communication environment reflects the contribution of each project participant to joint activities at all stages of design - planning, generating ideas, submitting materials, participating in the preparation of the final document (article, presentation, report) and public speaking on the results of the work. The “transparency” of the environment stimulates competition among the participants.[2] The assessment of the work of each is actually carried out not only by the teacher, but also by the members of the project team. Each participant - an object of observation, and individual participants are objects for study and imitation. Thus, cooperation and competition contribute to the strengthening of external motivation (encouragement, higher grades) and, possibly, strengthening of the internal motivation of students (striving for innovations and performing difficult tasks).

The use of creative assignments online is designed to increase the creativity of students, enhance the individualization of learning and create an atmosphere of cooperation between students and teachers. Individual creative tasks were used in work with correspondence students. To give students extramural studies the opportunity to improve their rating, they were offered three options for individual creative assignments, which are parts of one general study. The assignments were addressed only to those who are willing to allocate time and complete work in accordance with the specified criteria.

The methodological instructions for the implementation of creative work, goals, objectives, a system for evaluating results, the volume, deadline and procedure for completing the task online were established.

Recommendations included clarifications on the search for preferred literature for study (scientific - monographs, articles), a mechanism for finding answers to questions posed in sources - memoirs, diaries, interviews, copyrighted materials, rules for making links to Internet sources. Collective creative tasks were used in full-time education. In this kind work combined the individual and collective activities of students. The main task there was a comparative analysis both in the subject area and in terms of mastering the skills of peer review and self-assessment.

At the first stage, students determined the main directions of comparative analysis in subject area, made a presentation and posted it in LMS (LMS - MESI Virtual Campus). Each participant performed the work independently, without consulting each other. At the second stage, each participant analyzed the work of other participants, files with conclusions post to LMS and then prepares and post self-assessment to LMS. In the review and self-assessment, the student had to answer the questions: “What (specifically) did you like about your colleague's work?”, “What are the advantages of your work?”, “What can be done in terms of the content and design of the presentation to make the work better?”. At the third stage,

participants in the work got acquainted with the reviews and made a single presentation; on the fourth they made a collectively executed presentation at the seminar.[4]

The timing, volume of reviews and self-assessment, the number of presentation slides at the first and last stages were regulated in a general document posted in the LMS and determining the procedure for conducting an individual and teamwork to complete a creative assignment.

On line learning technologies are understood as: CD technology (in terms of time requirements-case technology) -educational materials are provided to students on printed and multimedia (floppy disks, CD-ROMs, DVD) media. It is used, as a rule, in combination with full-time forms of classes: survey lectures, seminars, trainings, consultations and tests. Part of communication with the teacher (for example, consultation), as well as obtaining information from electronic libraries and databases these universities can be carried out through the Internet.

Network technology - the use of computer training programs and electronic textbooks that are posted on the Internet servers of the university. With the Internet you can contact the teacher, pass intermediate and final tests. A number of universities also conduct lectures and seminars in real time. Exams are held in the nearest place of residence of the student, the educational center of the university. Online learning can be organized as autonomously and based on the deployment of educational information environments. TV satellite technology organizationally similar to the network, only contact (lectures and seminars) of teachers and of students is carried out by satellite communication channels.[5]

We consider online learning as form of training. As a new form of education, online learning cannot be a completely autonomous system. Distance learning is built in meeting the same goals as the face-to-face training (if it is based on the relevant educational programs), with the same content. But the form of presentation of the material, the form of interaction between the teacher and students and students will be different. The basic didactic principles of Distance learning are basically the same as for any other education, but the principles of organizing online learning are different, they are specific to online learning, as they are determined by the specifics of the form, the capabilities of the Internet information environment, its services (chat rooms, forums, mail, videoconferences). Characteristic features of online learning are modularity, changing the role of the teacher (in largely associated with the separation of functions of course developers, tutors and others), separation of subjects of the educational process by distance, virtual cooperative learning, predominance of self-control over control by the teacher, the use of modern specialized technologies and teaching aids, etc.

If we consider online learning not as a transfer of traditional forms to virtual environment, but as a new educational paradigm, in the organization's e-learning strategy and in the regulations on the organization and management of the educational process of the university should be reflected application of modern techniques, active and interactive teaching methods, new ICT (social media, cloud services, massive open online courses, mobile technologies) and methods of assessing the work of a teacher who implements current pedagogical and information technologies. So far, in the development of modern pedagogical technologies (pedagogical design), to a greater extent than universities, business structures engaged in preparation of content and training of company employees online.

## CONCLUSION

To sum up, online learning provides teachers with the opportunity to develop creative initiatives to help overcome the limitations of separation (play-based collaborative learning). This situation can also be a great chance to build a more trusting relationship with parents, which is especially important for students with disabilities in this emergency. In addition, opportunities for collaboration, creative solutions, and a willingness to learn from others and try new tools are especially relevant today, as educators, parents and students share similar experiences at the same time. Indeed, many teachers are now actively collaborating with each other, both locally and globally. The situation also has positive consequences for students, who temporarily gained greater independence and the ability to take responsibility for their learning. They can try new learning formats, take additional online courses that match their interests, and share their ideas and achievements with other students and teachers.

There is also an active involvement of the leading technology corporations, many of which offer their tools and solutions free of charge to support teachers and students. All of these actions certainly reflect positive trends in society.

The current wave of school closures and the widespread transition to online learning provides an opportunity for experimentation and testing of new models of education [8]. Exploring how pupils and students can learn in different settings will help countries better understand the potential of digital learning and bring schools and families closer together. Students are accustomed to busy school schedules and workloads, but new solutions can be found to give students more independence and leeway in organizing their learning. As part of the current situation, the opportunities for teachers to confidently use digital technologies in teaching can be enhanced. Teachers will be able to try different digital solutions to understand how technology can be used to teach more effectively, and education systems need to encourage their creativity in this process.

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