

2. Лі Чжень (李贞). В умовах епідемії онлайн-класи є одночасно невідкладні та інноваційні / Лі Чжень [Електронний ресурс]: 知网 — Режим доступу: <https://wap.cnki.net/touch/web/Newspaper/Article/RMRH202002180050.html>
3. Ян Ідан (杨一丹). Нормалізована побудова «гібридного аудиторного і офлайн-навчання» у вищих професійних коледжах / Ян Ідан [Електронний ресурс]: 知网 — Режим доступу: <https://wap.cnki.net/touch/web/Journal/Article/JSGJ202006014.html>
4. Міністерство освіти Китайської Народної Республіки. Керівні думки одинадцяти відділів, включаючи Міністерство освіти, щодо сприяння здоровому розвитку онлайн-освіти [Електронний ресурс]: 中华人民共和国教育部 — Режим доступу: http://www.moe.gov.cn/jyb_xwfb/gzdt_gzdt/s5987/201909/t20190930_401761.html?ivk_sa=1024320u
5. Лі На (李娜). Порівняльний аналіз онлайн-викладання та офлайн-класів у вищій професійній освіті / Лі На [Електронний ресурс]: 知网 — Режим доступу: <https://wap.cnki.net/touch/web/Journal/Article/XZSY202024052.html>
6. Ду Юхуа (杜育华), Дін Цзінь (丁瑾). Порівняльний аналіз переваг та недоліків викладання в Інтернеті та традиційного викладання в коледжах та університетах / Ду Юхуа, Дін Цзінь [Електронний ресурс]: 知网 — Режим доступу: <https://wap.cnki.net/touch/web/Journal/Article/CAIZ202020057.html>
7. Цзян Цінхуа (江清华). Дослідження онлайн-викладання в коледжах та університетах в умовах епідемії коронавірусу / Цзян Цінхуа [Електронний ресурс]: 知网 — Режим доступу: <https://wap.cnki.net/touch/web/Journal/Article/YZDG202006012.html>
8. Лю І (刘嫔), Чжан Хуйрон (张辉蓉). Дослідження онлайн-викладання в коледжах та університетах / Лю І, Чжан Хуйрон [Електронний ресурс]: 知网 — Режим доступу: <https://wap.cnki.net/touch/web/Journal/Article/YXXY202005007.html>

Irina Gvelesiani

*Associate Professor of the Faculty of Humanities at Ivane Javakhishvili Tbilisi State University
Georgia*

Eteri Mumladze

*Associate Professor of Tbilisi Humanitarian Teaching University
Georgia*

COVID-19 AND MULTILINGUAL EDUCATION — CHALLENGES AND PERSPECTIVES

Abstract. *COVID-19 can be treated as a disaster of the 21st century that has changed the landscapes of different spheres of life. Representatives of various branches have made huge efforts for the adaptation to the contemporary challenges. As a result, many face-to-face activities have become online ones. The paper deals with the innovative strategies of the online teaching. The major accent is put on the main problems of the multilingual education, their solutions and future perspectives.*

Key words: *multilingualism, online teaching, pandemic, strategies, student.*

Introduction. «In early 2020, the COVID-19 (caused by the SARS-CoV-2 virus) pandemic shocked the world, almost bringing it to an unprecedented stop. The new coronavirus apparently started to spread in China during December 2019, before moving to Thailand, Japan, the Republic of Korea (first confirmed cases on 20 January 2020), then to the United States, Vietnam» (A. Aristovnik, D. Keržič, D. Ravšelj, N. Tomaževič, L. Umek, p. 1) and to other world countries. The outbreak of COVID-19 stipulated reorganization and rearrangement of different spheres of life. A daily routine of the world population drastically changed — face-to-face became online, on-site became virtual, reachable started being unreachable. COVID-19 led to the crisis and lockdown across the globe. The latter was implemented for staying safe and for maintaining the proper social distancing (K. Mahalakshmi, R. Radha, p. 2405).

The special challenges were faced by the educational systems of different states. It has been estimated «that 107 countries implemented educational institutes' closures. It is roughly said to be affecting 862 million people around the globe. This is approximately calculated as half of the world student population» (Mahmood, 2020, p. 1). The Ministries of Education started struggling against the disaster via maintaining the educational processes and via shifting the population from a classroom teaching to an online / distance lecturing.

The Online Teaching — the Major Challenges

It is noteworthy that the «distance education originated in the United States in the 1800's when teachers and learners at the University of Chicago, who were at different locations, tried to connect through correspondence programs... The first fully online course was offered in 1981... In the mid-1980s, the first online undergraduate and graduate courses were initiated by several universities and schools» (A. Sun, X. Chen, p. 158).

Nowadays, the distance education is the only way of teaching at many universities of the world. However, at the first stage of the implementation of the online lecturing many obstacles appeared at Georgia's universities, specifically:

- the lack of students' and educators' experience in using e-platforms like Zoom, E-mail, Skype, etc.;
- interruptions or other system errors that appear during lecturing hours;
- the lack of e-spaces / e-systems for writing students' scores;
- a small number of e-materials (e-books, e-textbooks, e-tests, etc.) and the necessity of their rapid creation or digitalization;

- a decreased motivation in students, who lacked self-discipline and self-confidence;
- the feeling of isolation or marginalization due to the lack of a physical presence of classmates and lecturers, etc.

More obstacles appeared in the groups of ethnic minorities, who were scattered in remote villages with a poor internet-connection. The same students as well as the learners from the neighboring countries suffered from frequent interruptions or other system errors due to the distancing. Moreover, the lecturers of multiethnic groups started readaptation of teaching methods due to the impossibility or less possibility of carrying out the traditional classroom activities: pair-work, code-switching, translanguaging, etc. The latter has always had a compulsory status as a purposeful pedagogical alternation of a language in spoken and written, receptive and productive modes. It has

- promoted a deeper and fuller understanding of a subject matter;
- helped the development of a weaker language;
- facilitated home-school links and cooperation;
- helped the integration of fluent speakers with early learners, etc. (F. Nyimbili, D.S. Mwanza, p. 21).

Transition to the Online Teaching — the Universities' Policies

The Georgian universities realized that 2019 was the starting point of the new digital era. The administrative staffs of TSU (Ivane Javakhishvili Tbilisi State University) and THU (Tbilisi Humanitarian Teaching University) made the crucial steps for meeting the new challenges. The teachers of TSU were invited to join *LMS* — *Learning Management System*, which presented each lecturer's timetable, lists of students, learners' contact information and digital registers for indicating criteria of assessment and scores. Accordingly, every teacher could communicate with all students and upload syllabi, textbooks, readers, e-tests and other materials. Moreover, the educators were asked to use Zoom — a direct communication software platform (Zs. Kristóf, p. 89) — while delivering lectures. The usage of Skype, Facebook, e-mail and other e-systems was also allowed. The authorities of TSU realized that all teachers did not have appropriate skills for using e-platforms. Accordingly, the special guidelines for downloading or using *LMS*, *Zoom* and other e-systems were sent. Moreover, the special support teams as well as monitoring teams were created for checking and controlling the process of lecturing.

In contrast to TSU, THU did not create *LMS*. However, the administrative staff of THU took the duty of communicating with all students and uploading their scores as well as syllabi, textbooks, readers, e-tests and other materials. The lecturers were asked to use *Zoom*, *Facebook* and e-mail. Moreover, the special monitoring teams of the administrative staff were created for checking and controlling students' attendance as well as the process of lecturing.

The Online Teaching in Multiethnic Groups

In the contemporary multilingual setting, teaching is often associated with educators' special skills and methodology, especially, in cases of courses related to

translatology. One of such courses is ARET (Abstracting and reviewing of the English text) that has been taught at TSU since 2013 and has been delivered to the Georgians, the Armenians, the Azerbaijanis, etc. The lecturer of ARET has always been oriented to pair-works, code-switching and translanguaging, because a contrastive analysis as well as a simultaneous usage of home and target languages has served as a complementary tool during the classroom activities. The transition from a classroom teaching to an online lecturing forced the lecturer to redevelop and restructure the methodology. While doing classroom translations, the educator replaced pair-works with group-works, namely, after sharing a source text via the *share screen* mode, she gave the students several minutes to discuss its content in their mother tongues. Afterwards, she defined specific terms of a source text and asked one Armenian and one Azerbaijanis student to translate the definitions into their native languages. This method activated all learners and deepened their comprehension. Moreover, the educator allowed the students to use bilingual / multilingual online dictionaries and corpora that facilitated thinking in several (source, home and target) languages. As a result, heteroglossia was facilitated.

The transition from a classroom teaching to an online lecturing initiated rearrangement of those courses that were oriented to the laboratory activities. One of them was the biochemistry taught for multi-ethnic (the Georgians, the Azerbaijanis, the Armenians, the Abkhazians) groups of students at THU. Before the pandemic, the laboratory activities comprised two stages:

- explanatory, demonstratory as well as experimental activities of the lecturer;
- experiments carried out by the students.

At the first stage, the lecturer's activities — retelling, explaining, demonstrating — activated visual and auditory perceptions. At the second stage, the students touched the tools, made experiments and named all procedures that additionally activated a kinesthetic perception. The language of instruction was Russian. However, the lecturer used Georgian and Russian (translanguaging) and asked the students to use their mother tongues as well as the languages of instruction for naming tools during the experimental activities (heteroglossic approach). A simultaneous usage of home and target languages during experiments, analyses and observations enhanced the understanding of the subject-area concepts, specific terms and phrases.

After the transition to online teaching, THU was not able to provide the hybrid mode of learning, because the majority of students lived outside Georgia and could not attend the laboratory activities. Since the beginning of the semester, they have been attending only the online lectures. However, the laboratory activities are scheduled at the end of the semester and they will be carried out in the following way: the lecturer will visit the laboratory and demonstrate all the explanatory, demonstratory and experimental activities in front of the computer screen (Zoom mode will be activated and the learners will be able to watch all the activities). Although the students will not be able to experiment themselves, they will ask questions and discuss online all subject-area concepts, specific terms and phrases via

using their mother tongues and the languages of instruction. This will not activate a kinesthetic perception (only visual and auditory learners will benefit). However, the promotion of code-switching and translanguaging will activate the majority of students, broaden their learning opportunities and develop proficiency in a language of instruction.

Conclusion. Finally, it is noteworthy that on the background of the contemporary pandemic, translanguaging and code-switching are still considered as the useful tools for teaching in multiethnic groups of students at TSU and THU. In contrast to the traditional monolingual methodology, code-switching hinders students' marginalization, passivity and exclusion from the participation in the classroom activities. Although the pandemic caused many difficulties to the educators of the world, the crucial obstacles have been skillfully overcome with the help of the teachers, who adapted their teaching strategies to the needs of students. They transformed face-to-face into virtual and maintained their loyalty to the promotion of multilingualism and pluriethnicity.

References

1. A. Aristovnik, D. Keržič, D. Ravšelj, N. Tomaževič, L. Umek, Impacts of the COVID-19 Pandemic on Life of Higher Education Students: A Global Perspective, Sustainability, Volume 12, 2020.
2. A. Sun, X. Chen, Online Education and its Effective Practice: A Research Review, Journal of Information Technology Education: Research, Volume 15, 2016. Downloaded from: <http://www.informingscience.org/Publications/3502>
3. F. Nyimbili, D.S. Mwanza, Translanguaging Challenges Faced by Teachers and Learners in First Grade Multilingual Literacy Classrooms in Zambia, International Journal on Studies in English Language and Literature (IJSELL), Volume 9, Issue 3, 2021.
4. K. Mahalakshmi, R. Radha, COVID 19: A Massive Exposure of Web-based Learning, Journal of Xidian University, Volume 14 (4), 2020.
5. S. Mahmood, Instructional Strategies for Online Teaching in COVID-19 Pandemic, Human Behavior and Emerging Technologies, 2020. Downloaded from: Instructional Strategies for Online Teaching in COVID-19 Pandemic — Mahmood — Human Behavior and Emerging Technologies — Wiley Online Library.
6. Zs. Kristóf, International Trends of Remote Teaching Ordered in Light of the Coronavirus (COVID-19) and its Most Popular Video Conferencing Applications that Implement Communication, Central European Journal of Educational Research, Volume 2 (2), 2020.

Давиденко Т.В.

*старший викладач кафедри іноземних мов та міжкультурної комунікації
Київський національний економічний університет імені Вадима Гетьмана*

**ПАНДЕМІЯ COVID-19 — НОВІ МОЖЛИВОСТІ
ДЛЯ РОЗВИТКУ ЕМОЦІЙНОГО ІНТЕЛЕКТУ**