

Why should we write tests so often? We are to write a test at the end of the course.

2. Comment on one of your peers' ideas, you support or challenge.

3. The accuracy is assessed. The maximum rating is XX points.

In conclusion, in online learning e-tivities provide engaging and purposeful structured participative group / pair work online, build students' communities of practice, particularly allow grammar and vocabulary recycling, integrated EFL skill practice (listening, reading, writing, and speaking skills) in online EFL / Grammar courses.

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**Korol O.Y.**

Senior teacher at Foreign Languages and Intercultural Communication Department  
Kyiv National Economic University named after Vadym Hetman

## ONLINE TEACHING: CHALLENGES AND SOLUTIONS

***Анотація.** Метою статті є аналіз викликів, спричинених змінами навчального процесу: переходу від традиційного навчання іноземних мов в аудиторії до навчання в інтернеті, а також причин супротиву змінам та управління ними. Наведені приклади використання інструментів платформи Zoom із власного досвіду авторки, за допомогою яких є можливість подолати виклики і заохотити студентів до розвитку комунікативних умінь, критичного мислення та автономії у навчанні.*

***Ключові слова:** інструменти платформи Zoom, інтерактивні завдання, критичне мислення, зворотній зв'язок, управління змінами, залучення студентів.*

***Abstract.** The article considers challenges relating to changes in the educational process: the transition from traditional foreign language teaching in the classroom to learning on the internet as well as reasons for resistance to change and their management. Some examples of using tools of the Zoom platform from the author's experience are described, which provide an opportunity to solve challenges and engage students in developing communicative skills, critical thinking, and learner autonomy.*

***Key words:** tools of Zoom, interactive activities, critical thinking, giving feedback, change management, student engagement.*

Because of the coronavirus pandemic, universities in Ukraine have been forced to move from face-to-face to online learning. The online sessions in virtual space not only provide new opportunities for active learning and student interaction, but they also present significant challenges due to the need to adapt conventional face-to-face teaching methods and devise strategies for emerging graduate students so that they can succeed in the global labor market. In this article, we'll look at the current challenges of online teaching and consider solutions that can help ESP teachers and students adjust to such a complex and unpredictable world, such as Zoom's virtual class. We are excited and inspired when teaching online because we believe in the use of technology. As a result, we have high confidence in our ability to meet the

challenges. Furthermore, we agree that the facilitator's role of the teacher has an effect on students' motivation, involvement, and engagement in online activities.

Since KNEU's mission is to contribute to society's growth through scientific research, the creation and dissemination of new knowledge, and the training of competitive specialists and creative personalities, the training should take into consideration the issues of changes happening in the world and factors relating to them. Before you continue reading, consider the following questions and compare your responses to the concepts presented in the article:

- Why do most people dislike change?
- What are the most common causes of change failure?

It is reasonable to examine a variety of factors that are driving change in the business world in order to determine the best way to adapt and excel in online teaching and learning. B. Dignen [1] cites the following as examples:

**Globalization.** Since many organizations and businesses now operate on a global scale, university graduates will be faced with the task of managing cultural diversity on a national and organizational level. This means that graduates with a major in international economics must become masters of diversity and have the ability to write simply, succinctly, and concisely in an online environment.

**Multiplicity.** Companies are often participating in various reform programs, which can be competitive. As a result, prospective workers will have to master the art of integration. They need to figure out how to link change initiatives in a way that generates long-term value for their businesses. As a result, it's important to train critical thinkers and developers who can make decisions and influence others.

**Accountability** is essential. Shareholders are also seeking more from their executives. As a result, cost containment is a critical shift engine. As a result, organizational systems and procedures are being rationalized, including outsourcing and job cuts, causing friction between change agents and other employees. As a result, change managers must be masters of the psychological problems that occur when implementing change. All of the above considerations motivate university teachers to carefully consider issues of change management, as they appear to be a significant challenge for both teachers and students, who must change teaching and learning patterns, learning methods, and master a variety of new learning tools that necessitate strong IT skills.

Teachers and students are also likely to resist change, so there are many explanations why switching from face-to-face to distance learning seems to be difficult. Shock, denial, indignation, depression, resignation, acceptance / letting go, adaptation, and use are all common emotional reactions that can explain the transition. The Change Curve is based on a model created by Elisabeth Kubler-Ross in the 1960s to illustrate the mourning process. It has since been widely used as a tool for assisting people in understanding their responses to dramatic change or upheaval [6]. The following are common reasons why change processes fail in the workplace, according to Bob Dignen [1]: weak management support for the process; underestimating how challenging change is for people; inability to cope with

resistance. The same factors apply in university teaching and learning environments. This allows teachers to determine what they need to do in order to be effective in change management. To begin, a dependable online learning platform must be found, which is a digital learning environment that manages all aspects of a teacher’s various training efforts. Zoom is represented in this article as a web conferencing network capable of organizing virtual learning sessions aimed at improving interpersonal communication, critical thinking, and learner autonomy. Then, it is important to create a healthy learning atmosphere in which students trust teachers and peers in order to overcome the reluctance of students who are unable to open cameras and speak out in front of them. It will take some time. Due to a lack of technological knowledge, some students are hesitant to use Zoom’s interactive features. As a result, effective strategies for providing effective online classes are needed. And finally, to reach a positive attitude to change and succeed not only in teaching online but also in learning, mostly depends on the teacher’s role as a facilitator, a long-life learner who is able to teach students how to learn and learn with them rather than give students a knowledge. Though it is worth noting that «some students enjoy figuring things out for themselves, while others prefer to be spoon-fed» [2]. Teachers must strive to be imaginative and inventive in their classrooms on a regular basis.

In this section of the article, we’ll go through some activities that can help us deal with the change challenges listed earlier. It is critical to establish social presence. Using Vygotsky’s (1978) view of learning as a social practice, the interaction between teachers and students becomes fundamental to the learning process. Students develop interpersonal skills in the chat box by sharing thoughts and asking questions in a simple, brief, and concise manner. It is also essential to encourage students to greet one another at the start of class and at the end express gratitude. Setting Zoom Etiquette helps to establish a virtual hub where students are encouraged to value one another and contribute to the creation of a «rapport». The following is a breakdown of how this practice is structured. Offer students the job of creating a list of «Do’s and Don’ts Zoom Rules» [3] before sending them to the breakout rooms. Representatives from each breakout room report back on the task after 5 minutes of collaboration. Encourage students in other breakout rooms to provide input on the list by annotating it, leaving notes in the Chat box, or asking questions. Take a look at the outcome that students completed in breakout rooms:

### **ZOOM ETIQUETTE**

<b>Do’s</b>	<b>Don’ts</b>
<ul style="list-style-type: none"> <li>• Be on time for class</li> <li>• Make sure your full name shows up appropriately</li> <li>• Mute until you are required to talk</li> <li>• Maintain eye contact with the speaker on the screen</li> </ul>	<ul style="list-style-type: none"> <li>• Use Zoom to share information for your class with others</li> <li>• Take screenshots pictures, cell phone pictures, or record your classmates or your teacher without permission</li> <li>• Change your name</li> <li>• Walk around during the class meeting, leave the class without permission</li> </ul>

Breakout rooms have the advantage of allowing teachers to create a more collaborative environment than a big whole-group zoom experience. For example, in the main room, students are assigned to watch the One-Minute World News video. Students then prepare a news headline or piece in breakout rooms, clarifying or answering each other questions. As the moderator, the teacher can enter any group to ‘eavesdrop’ on a conversation, make a general announcement to all rooms, or even set a time limit for them. Students will have 60 seconds to wrap up their conversation before returning to the main room until teachers ask them to end breakouts. Though it is difficult to build a sense of social presence in an online classroom so that the student feels a part of the learning community, however, it is probable.

Cognitive presence is considered to be the second essential element of learning. According to Garrison and Arbaugh [4], the phase of inquiry that reflects cognitive presence relates to students going from the discovery stage to the integration stage and then to implementation in an online course. Watching the One-Minute World news video in the main Zoom space, then writing a simple report on it in breakout rooms while clarifying necessary language issues, is an example of this. A competition with specific criteria may be organized to make this activity more engaging. The aim is to provide a rundown of the news, not to retell it. Students learn from one another and develop their critical thinking and active listening skills by doing the activity. On the Share screen, giving a feedback on mind maps is another fun collaborative activity. In the chat room, students are encouraged to provide input in the form of questions. Others would prefer to ask questions about the map orally. Another choice is to use the Annotations tool to test the mind map using symbols such as «+», «—», «?» and so etc. Critical thinking can be triggered by learners debating, analyzing, and making decisions about economic topics in a shared mind-map. As a result of the above-mentioned tools being enabled, it is now possible to write over any image, highlight specific features of a written assignment, and make the viewing process much more interactive for the students. The aim of these tools is to entice students to participate in the activity and keep them engaged.

Teacher’s presence is extremely significant in the Zoom classroom. For online students, not feeling the teacher’s presence can be frustrating. To prevent students from being discouraged, teachers should adopt techniques that promote positive communication and exposure within the virtual classroom. Teacher presence is critical in terms of the structural, affective, and cognitive functions of the teacher’s position, according to Linda Murphy [5] and her colleagues, and it helps to establish a positive teacher-student relationship. There are unique characteristics that decide the success of online teaches, in addition to maintaining fluent contact and an online presence: (a) attitude towards technology, (b) teaching style, and (c) technological influence. In our experience, interactive tools like ‘annotation’ in Share Screen and chat rooms aid dialogue and encourage student-student and student-teacher engagement, resulting in a more positive learning experience in a collaborative setting. As a result, teachers must strive to be innovative on a regular basis.

While switching from face-to-face to online teaching can be difficult, it is unquestionably rewarding. A positive attitude toward technology and the desire to learn for a long time will aid in the creation of a healthy learning atmosphere where students can have positive learning experiences. Learners may be prompted to think critically by debating, analyzing, and making decisions about topics.

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**Краснопольська Н.Л.**

кандидат філологічних наук, доцент кафедри бізнес-лінгвістики  
Київський національний економічний університет імені Вадима Гетьмана

**Ярошевич І.А.**

кандидат філологічних наук, доцент кафедри бізнес-лінгвістики  
Київський національний економічний університет імені Вадима Гетьмана

**Козловець І.І.**

викладач Фахового коледжу інженерії та управління  
Національного авіаційного університету

## ФОРМУВАННЯ ЛІНГВОРИТОРИЧНИХ КОМПЕТЕНТНОСТЕЙ СТУДЕНТІВ-ПРАВНИКІВ

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