

різним студентам необхідний різний час для розуміння задачі і порядку її розв'язування. Це вимагає додаткової індивідуальної консультації, що зменшує ефективність роботи з студентами з вищим рівнем базової підготовки.

В умовах дистанційної освіти практичне навчання має свої особливості. Кожний студент самостійно розв'язує запропоновані завдання і надсилає розв'язок безпосередньо викладачеві, що покращує якість навчання кожного студента. Викладач має можливість оцінити роботу кожного студента і прокоментувати правильність чи помилки у розв'язку завдань. Таке «індивідуальне» навчання допомагає краще оцінити знання студента, виявити на що слід звернути більше уваги при поясненні матеріалу. Крім того, кожен студент є навантажений різною кількістю завдань чи задачами різної складності згідно свого рівня підготовки.

УДК 376.68

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ВИКЛИКИ ДИСТАНЦІЙНОГО НАВЧАННЯ ДЛЯ СТУДЕНТІВ ІНОЗЕМЦІВ

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THE CHALLENGES OF DISTANCE LEARNING FOR FOREIGN STUDENTS

We are currently in the fourth industrial revolution of high technology and a fast-paced digital era, but there are still challenges of distance learning to resolve. The impact is no longer just on the students, but the instructors at hand as well. Many teachers are faced with challenges and issues which they have not foreseen before. Although students of this century are born digital natives and many skilled instructors are fairly trained in online platforms, the difficulty of the “distance” can still propose multiple challenges.

Especially its stressful now when Universities and schools shutdowns all over the world because of covid-19 have caused upheaval and distraction for all students. Some students settle in to distance learning quickly and easily. Others take longer. But for foreigners in our university who struggle with focus, distance learning in the time of the coronavirus can be very difficult. It's easy to explain why. At universities, the day is totally planned out. There are schedules and routines. And there are rules to follow in class and out. From first grade to 4th grade, university means structure. Learning from home often means making up your own routine. For some students, the flexibility is liberating. But students who struggle with focus tend to do better

when they know exactly what to expect, and exactly what's expected of them. A doorbell ringing, someone making lunch, people or pets moving around. There are sights, smells, and sounds that are part of daily living at home that make it especially hard to focus on university work. That can be true whether there's a lot of physical space at home, or very little. The pandemic has caused anxiety and sadness for many people. And those emotions and worries can be as distracting as a TV playing in the next room.

Many students have feelings of loss because of covid-19. They may be missing out on big events like moving-up ceremonies, prom, and graduation. Some are also coping with the trauma of family members losing jobs, getting sick, or even dying. And social media exposes them to what other people are going through. Dealing with loss can make it hard for anyone to focus. It's even harder for people who already struggle with focus and coping with emotions.

Even before the shutdowns, there were no set start and end times with homework. There were also no teachers standing there to keep students focused and on track. But with distance learning, that's often the case with classwork, too.

Many students have trouble staying on top of their work when they're learning at home. Without the natural supports that exist in class, they can easily drift off and lose track of time. They may also choose to use their time to do things they like more than university work. Staying in one place all day can make it hard to stay focused during distance learning. Students get built-in breaks in regular university. Recess, gym, different classes, and even changing from room to room let students' recharge. And for many students, these mini-breaks make it easier to focus when it's time to sit back down and do academic work.

Nonetheless, virtual learning still serves as major convenience and efficiency in delivering educational content with no physical constraints, especially in this time of crisis. Along with the added benefits of flexibility and personalized learning, being online means easy access to various media and teaching tools as well as educational content. Education should not be a one-size-fits-all, and technology should be able to reduce teacher workload. Here are some suggestions that would help to communicate better with foreign students in the virtual lecture. Many challenges lecturers face with distance learning are the result of asynchronous communication. Having ways of synchronous communication can lessen the troubles of not being face to face with students. Whether the means is through web conference or audio lessons, the issue of distance can be "closed" by receiving live feedback. Instructors can set aside time beforehand for live Question and Answer, or a scheduled live lecture in which students who attend can give immediate reaction towards the content.

Create Rubrics for Students to Follow. Rubrics are a good way for instructors to fine-tune their objectives and expectations of an assignment. A rubric can be as simple as a scoring checklist, in which students check off whether their assignment contains each expected item. Alternatively, rubrics can also be designed to formulate standards for levels of accomplishment and utilized as a guide to score performance,

with standards clear and explicit to the students.

Peer Review and Delegation of Small Tasks. The workload for teachers in an online classroom may be too much to handle. By increasing peer collaboration and review, it takes the weight of reviewing and feedback off of the instructors in the meantime. Additionally, long and complex assignments can be divided into phases for students to submit deliverables in intervals. This allows teachers to make sure each student is on track with an assignment and make instructions simpler. At the same time, having smaller pieces of a large instructional task can be easier to construct.

Online classrooms provide the flexibility and convenience for both student and teacher, without compromising the quality of content delivered. The goal of my thesis is to help educators with an easier time in online white boarding and increase interaction with students.

УДК 378.147

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АКТУАЛЬНІ МЕТОДИ НАВЧАЛЬНОГО ПРОЦЕСУ ДЛЯ СТУДЕНТІВ-ІНОЗЕМЦІВ

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RELEVANT METHODS OF EDUCATIONAL PROCESS FOR FOREIGN STUDENTS

Завдяки дослідженню та мобільності студентів, вища освіта є глобалізованою галуззю, а міжнародні зв'язки та досвід є життєво важливими. Потреба у розвитку нових методів обумовлена тим, що перед навчанням постали нові завдання: не тільки дати студентам знання, а й забезпечити формування і розвиток пізнавальних інтересів і здібностей. Виникнення нових завдань обумовлено бурхливим розвитком інформатизації.

Пізнавальна активність і пізнавальна самостійність - це якості, які характеризують інтелектуальні здібності студентів до навчання. Як і інші здібності, вони проявляються і розвиваються в діяльності.

Інтерактивне навчання має на увазі цілком конкретні і прогнозовані цілі. Одна з таких цілей полягає у створенні комфортних умов навчання, при яких студент або слухач відчуває свою успішність, свою інтелектуальну спроможність, що робить продуктивним сам процес навчання.