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PSYCHOLOGICAL COMPONENTS OF THE EDUCATIONAL CONTENT OF THE COURSE "FOREIGN LANGUAGE" IN DISTANCE HIGHER EDUCATION

A critical analysis of the experience of using distance education tools indicates the difficulties of transferring the content, forms and methods of face-to-face learning to the online format. The system of distance learning during the war has significant limitations in the organization of psychological and pedagogical interaction. The mediated nature of communication between student and teacher in distance learning conditions necessitates a targeted selection of educational content aimed at dialogue and interaction. In wartime, distance learning requires not only information technology but also psychological support. Remote forms of communication require correction in such moments of the educational process as students' understanding of the task, receiving teacher's help, control and evaluation of work, and the need for meaningful communication.

For distance learning of a foreign language under martial law, special attention should be paid to the organization of coordinated group work, productive communication activities of students using modern digital tools. In the process of studying the course "Foreign Language" in higher educational institutions of humanitarian profile, the use of techniques that contain a pronounced emotional component is especially important. In the context of distance learning, the volume of such a form of educational work as working with texts increases significantly, and their semantic interpretation becomes more complicated. In organizing a dialogic model of distance learning, tasks that encourage communication and discussion play an important role. The use of such techniques helps to establish a constructive discourse in the student-teacher, student-student, teacher-group system, increases interest in learning a foreign language and has a positive effect on communication in difficult social and psychological circumstances.

Let's look at a few specific examples of using cultural and political content in distance learning English classes. The following types of classes are offered: 1) listening to reports, speeches by prominent international and Ukrainian figures on the situation in Ukraine and its support by other countries; 2) familiarization with the history of the emergence, composition and distribution of Ukrainian patriotic music; 3) illustration of programmatic grammar, lexical, phonetic topics with examples of English-language music; 4)

discussion of documentaries related to current events history of Ukraine (the anniversary of the Babyn Yar tragedy, the Day of Commemoration of the Holodomor Victims in Ukraine); 5) use of educational English-language video materials; 6) use of Ukrainian and English-language forms of folklore (riddles, charades, proverbs, sayings, jokes), prose and poetry, music, and song material.

These types of tasks allow you to select linguistic, thematic and training material that has a positive impact on the formation of language competencies, the development of intelligence, helps to improve students' communication skills, and consolidate the correct auditory images of a foreign language. Learning materials of this content help students evaluate information flows from various sources through the prism of personal, cultural, and social values. Each task selected by the teacher has its own pedagogical purpose and is used as additional material for studying, repeating and consolidating certain grammatical, lexical, syntactic structures, in the unity of grammatical and lexical tasks. Active structured interaction of students in the classroom, work in groups allows solving the following tasks: enriching the volume of language tools; developing the ability to listen and hear others, express and argue their point of view; developing skills in working with text; developing the ability to construct new texts. Students are also encouraged to prepare their own examples (riddles, jokes, tasks) and share them with the group. As a rule, students find good, interesting materials using modern, relevant vocabulary and unexpected linguistic interpretation of events. This allows us to expand the arsenal of pedagogical materials.

In the context of distance learning and martial law, students are limited in the means of interpersonal interaction with the teacher and classmates. But digital technologies help to continue learning even in the face of such existential social upheavals as war. Therefore, it is extremely important to use bright emotionally colored techniques as a methodological resource. The broad context of cultural and political educational materials allows for group learning and specially designed interaction in small groups. Interactive, dialogic approaches compensate for the limitations of distance education. Modern information technologies in the format of distance learning courses provide appropriate opportunities for solving this problem and are convenient and appropriate psychological and pedagogical tools.

Sources:

1. Documentary film "The Living", directed by Serhiy Bukovsky, https://www.youtube.com/watch?v=h_R70mSFih8
2. Documentary film "Spell Your Name", directed by Serhiy Bukovsky, <https://www.youtube.com/watch?v=5j5JjWTnCuk>