

TEACHING ONLINE: BASIC PRINCIPLES HOW TO ORGANIZE TEACHER'S WORK

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Abstract. The article considers the issue of the increased interest in organizing the educational process in the online format as a result of the global digitalization of all spheres of human life, which, in turn, makes it necessary to train qualified teaching staff. The examples of the basic principles on which work in online classes should be structured are given, and practical advice is given on how to prepare a teacher technically and methodically for a new format of work.

Key words: online learning, digitalization, Moodle, learner, online conference, educational platform, Zoom, e-learning, information technology, online lesson.

ОБУЧЕНИЕ В ОНЛАЙН ФОРМАТЕ: ОСНОВНЫЕ ПРИНЦИПЫ ОРГАНИЗАЦИИ РАБОТЫ ПРЕПОДАВАТЕЛЯ

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Аннотация. В статье рассматривается возросший интерес к организации образовательного процесса в онлайн формате как следствие глобальной цифровизации всех сфер жизни человека, что, в свою очередь вызывает необходимость готовить квалифицированные педагогические кадры. Приводятся примеры основных принципов, по которым следует выстраивать работу на онлайн занятиях, и даются практические советы, как преподавателю технически и методически подготовиться к новому формату работы.

Ключевые слова: онлайн обучение, цифровизация, Moodle, обучающийся, онлайн конференция, образовательная платформа, Zoom, электронное обучение, информационные технологии, онлайн урок.

The situation in the modern world dictates its own conditions and affects all spheres of human life. Over the past decade, such a concept as digitalization has received a special impetus for development [2, p. 368]. Globally, digitalization is a concept of digital-based economic activity introduced in various spheres of life and production, which leads to changes in social, political and business processes and an improvement in the quality of life as a whole [1, p. 228].

The digital transformation has also affected the education system, ensuring the development of distance education technologies and e-learning. This gives unlimited opportunities for learners and makes education more accessible, but no less high-quality [5, p. 290]. Along with this, it is necessary to note the increased need for teaching staff who are ready to receive appropriate training and improve their competence in the field of information technology, and are also able to put their knowledge into practice [3, p. 331]. A teacher should have a clearly organized structure of the approach to online learning. He/she must understand how to teach online and what to pay special attention to in this form of teaching [4, p. 351].

At the same time, one should not forget about the students who need to be helped to achieve high results in the process of such training. In the online learning format, they must show a sufficient level of maturity and be ready to take on more responsibility for their own training. Both the teacher and the learner should understand what it means to teach / learn independently and how to achieve / help achieve autonomy for successful learning [7, p. 105]. Autonomous learning should have a clear order and organized structure. Students should have an understanding of what and why they are studying, along which learning path they are moving and how they can achieve high results. As an example, we will take online training and consider the basic principles of organizing the teacher's work in this direction.

The first and foremost is the issue of technical readiness for online training. It is necessary to provide a fast and reliable Internet connection for the classes. The relevant sites can help to check the speed of the

connection. On the territory of the Russian Federation, for example, you can use the resource <https://www.speedtest.net/> where the user chooses their Internet access provider and server location. The site checks the speed of downloading and uploading information. The optimal speed should be close to 100 Mbps.

The next step is choosing a reliable, user-friendly learning platform where you can share materials with students, assign homework, give tests, and post announcements. For these purposes, the Google Classroom, LMS Moodle, Get Course, etc. platforms are suitable [6, p. 239].

It should also be determined whether there is a need for online conferences for students. If so, services such as Zoom, Skype, Microsoft Teams or Google Hangouts will come to aid [11, p. 87]. These platforms are reliable, affordable and familiar to many of us. If you are not going to host online conferences, then consider using software to record video lectures or video lessons. Such tools as iSpring Suite, Movavi, Bandicam will cope with this task.

Having completed all the necessary technical arrangements, the teacher should now think about the methodological aspects of teaching. When it comes to conducting online group classes, you should pay attention to the aspect of the involvement of all students in the educational process. Each learner should have the opportunity to contribute during the lesson (give an answer or reaction to what is happening, discuss questions in groups or pairs). Technically, such an opportunity, for example, is provided by the Zoom platform, where a big group of students can be divided into smaller groups or pairs for further work. This is where the "breakout rooms" function is involved and participants can be assigned manually or automatically. Make sure that even the shyest student takes part in the discussions. For these purposes, the teacher needs to ask simple questions at the beginning of the lesson, praise and encourage students' initiative for further more complex group interaction [8, p. 285]. For communication during the online conference, shy students can use a chatbox and type their answers there, thereby feeling involved in the lesson and more confident in their knowledge [9, p. 450].

Despite the fact that the lesson is held online, it is very important to make students feel that the teacher is interested in their work, that he/she sees and hears them, even at a great distance from them. This can be done by addressing each student personally by name as if you were in an ordinary classroom at a regular lesson [10, p. 460].

The teacher should take into account that during an online lesson, the concentration of students' attention decreases faster since there is no familiar environment that sets up the learning process, there is no visual contact with the rest of the group. Therefore, the structure of such a lesson should be thought out carefully, using various forms of interaction, with a more frequent alternation of activities (audio, visual, reading, writing, speaking) [13, p. 400]. But you should not load students with complex technical tasks from the very first lessons without first acquainting them with all the necessary functions of those platforms on which online learning takes place.

At the end of the lesson, it is necessary to summarize all the material covered and the issues discussed. This will give students the opportunity to get a feeling of how much work has been done at the lesson and reflect on what they have achieved [14, p. 321]. It is also necessary to set homework clearly, which in turn will signal to students that the learning process is continuous. Lesson summary and homework are best given visually during a live session. To do this, you can use interactive online whiteboards, for example, Jamboard, Miro, Zoom or Kami, and share them with students on your computer screen [12, p. 277].

All of the above principles of constructing teacher's work within an online lesson will help prepare for a new format of work, both from a technical and methodological point of view. Modern technologies are developing rapidly, and the training of qualified personnel in the framework of online education requires special skills and abilities from teachers, which in turn contributes to their own professional growth and development [15, p. 434].

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