DIFFICULTIES WHEN TEACHING
FOREIGN LANGUAGES ONLINE

Shvets H. V.

Assistant at the Department of Foreign Languages for Natural Sciences
Ivan Franko National University of Lviv
Lviv, Ukraine

Teaching foreign languages is one of the main elements of the professional training system in the higher educational establishments of Ukraine. The extreme situation associated with the CoVid-19 pandemic has forced lecturers and students into a reality where they have to teach and learn only in front of a computer or smartphone screen. The effectiveness of such training will show its results soon, when online training specialists get their degrees and go to work in the specialty.

Modern information and communication technologies have the following features [1, p. 20-21]:

– provide access to various sources of information and educational resources, including books, textbooks, monographs, etc.;

– in such an educational process, the student is the subject of study, and the lecturer plays only the function of an assistant, which does not fully determine the content of education;

– provides students with various opportunities to learn foreign languages.

However, there are a number of shortcomings that can be divided into those related to students and those related to lecturers [3, p. 172]. Here are some examples of difficulties that a teacher who works in a comfortable environment in front of a computer screen encounters.

1) The problem of implementing communicative methods while learning online.

As you know, today one of the most popular and effective methods of teaching a foreign language is communicative. Distance learning seems to allow the full implementation of communicative techniques during online classes. However, in practice not everything is as in theory.

2) The problem of students using the keys to exercises, answers online.

Perhaps students' use of answer keys to textbook exercises or finding answers online is one of the most pressing challenges facing a foreign language teacher. Often students look for a translation of a certain word during the oral answer (for example, when the teacher asks to translate certain word or sentence immediately, without writing it in the chat box).

3) The problem *of possible recording.*

The possibility of recording is the third challenge for a modern foreign language lecturer. The recording gives you the opportunity to review the class,

analyze it and later improve your teaching methods. However, when it comes to choosing tasks and testing student knowledge, recording is more harmful.

Thus, despite the fact that distance learning makes the learning process more convenient (the student learns and the lecturer teaches in a comfortable environment, often at home), this format of learning poses difficulties, especially for the lecturer.

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