Подытоживая все выше изложенное, еще раз с уверенностью можно сказать, что Zoom – идеальное решение для проведения онлайн-занятий по обучению иностранным языкам. Такой формат экономит как время преподавателей, так и аудиторный фонд, и появляется огромное количество возможностей, которые можно использовать по-разному, в зависимости от решаемых задач. Конечно, пандемия пройдет, но мир, общество и конечно образование не будут прежними. Онлайн-образование будет только развиваться, так как за ним будущее.

REMOTE LEARNING IS A SURE WAY TO DECADENCE IN EDUCATION

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The article deals with the problems of widespread transition to and use of remote learning caused by unforeseen circumstances, namely, the spread of COVID-19 and the forced transition to a remote format of work. The author believes that these measures should be only of temporary character, since the potential for their prolongation and even strengthening in a permanent status will inevitably lead to deterioration in the quality of education. Based on personal experience and observations, the author provides objective reasons for the inadequacy of distance learning as opposed to traditional classroom learning.

Key words: remote /distant learning; online education; offline classes; home assignments; elitist education.

ДИСТАНЦИОННОЕ ОБУЧЕНИЕ – ЭТО ВЕРНЫЙ ПУТЬ К УПАДКУ ОБРАЗОВАНИЯ

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В статье рассматриваются проблемы повсеместного перехода на удалённое обучение, вызванное непредвиденными обстоятельствами, а именно распространением COVID-19 и вынужденным переходом на дистанционный формат работы. Автор полагает, что эти меры должны носить исключительно временный характер, поскольку потенциальная возможность их пролонгирования и даже укрепления в постоянном статусе неизбежно приведёт к ухудшению качества

образования. На основе личного опыта и наблюдений, автор приводит объективные причины неадекватности дистанционного обучения в сравнении с традиционными аудиторными занятиями.

Ключевые слова: удалённое/ дистанционное обучение; онлайн-образование; аудиторные (оффлайн) занятия; домашние задания; элитарное образование.

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I would like to start saying that there has eventually happened what some people anticipated, many were looking forward to, and some dreaded – namely, the computerization, internatization and digitalization of the educational process. Under the very plausible pretext of the COVID-19 pandemic, this encompassed even those countries that, to put it mildly, were not quite ready for this. Personally, Idid not fear this so much: after all, a person can learn anything, given necessity and resolve. Yet, I have never been an apologist for remote learning with the use of computer equipment on the regular basis, and I will try to explain why.

Despite the already pervasive use of advanced computer technologies, this spring we were caught off guard by the need for a total transition to online learning. It turned out that neither teachers, nor students were prepared for it, and although many had diluted themselves into thinking that we were quite advanced users, reality showed that very few were delighted with, while the absolute majority were negatively disposed towards this format of training. Today we are not only observers, but are also involuntary participants in what could be called the pivotal moment of the era. Everyone keeps saying that the world is being remodeled, we often hear that we must be

progressive and keep up with the pace of time, and that the transition to the use of technology is inevitable. Digital education programs are being created, and it is obvious that traditional educational systems will be scrapped and eliminated in the coming years.

I believe that attempts to explain such a massive transition to remote education, using only the COVID situation as a cover, do not stand up to any criticism, since there are serious concerns that temporary measures are very convenient to prolong, and even make permanent in the long run. Here we see a certain possibility for manipulation, for example, there are talks about a "second wave" of COVID again, etc., with an eye to completely change the customary tenor of life and to follow the path of collective electronic consciousness. This is all the more strange, since throughout the history of mankind, after terrible epidemics people sought to return to their former way of life, and this made sense, because "when the driver is seeking new ways, the train inevitably derails".

Some might argue that any progress has often encountered criticism. The conservative part of society has always experienced a kind of neophobia, albeit in a mild form, manifested in the reluctance to break from routine and established practices and try to experience new things. In our case, it might also be technophobia, a fear of technological progress. Therefore, it is necessary to understand why we need to rationalize the unwillingness to overcome our neophobia, and here the problem lies not in retrograde thinking, but in very objective reasons. Anyway, when talking about adapting to new conditions, it is necessary to calculate different bad-case scenarios.

Despite the fact that students and teachers, by and large, survived this period with a certain dignity, quite paradoxically, the only *good* thing was that we all realized how *bad* everything was, and that this format of training should only exist as an emergency, a forced measure. You cannot deceive yourself all the time, and believe in this deception. The experience of online education failed, it proved to be nothing more than a lifebuoy or a kiss-of-life. It was indeed Hobson's choice during the enforced isolation and quarantine, admittedly this was really a way-out. Yet, online learning is by no means an independent form of education, but an additional one, and should not be used instead of conventional training, but along with it, but then again you don't need a pandemic or any other reason to understand this and discover these online learning opportunities.

However, let's look at the objective reasons why remote learning is a way worse than traditional classroom learning, as well as why we are not ready for it.

Once, on the bus I overheard some students discussing the "delights" of distance learning, and one said: "After all, I paid money for a teacher with a

blackboard". This fully explains students' expectations from the educational process: they pay for it (at least, most of them) and they want it to be in the classroom, where a teacher, in flesh and blood, will cram into them the intricacies of their subjects. This is their mentality and they cannot be blamed for it. It is only highly motivated and determined people who are capable of online training, and there are never many of them. Moreover, in many ways, education contains an element of compulsion and students are aware of this and acknowledge it.

Huge expenditures on online techniques, online classes, and on the creation of the so-called "content" turn out to be empty babble and budget development. And not because it is all useless in case the computer is worn out or the Internet is unreliable and streams falter, but because it does not create motivation. Students are isolated from each other, and the element of sound competition disappears. Psychologically and even physically, they are not set up for serious work. These are immeasurable factors, and yet we measure them somehow, like the consolidation of energy when a certain collective mind is activated behind the closed door of the classroom. Physically, students normally perform the regular preparatory ritual that promotes inclusion in work: they wake up, take a shower, have breakfast, get properly dressed, and commute to University. And when the door of the classroom closes, the psychological mood stirs them up to study, where nothing distracts them, neither pets, nor Grandmother baking pancakes.

In the conditions of remote learning, there is no unity, there is no academic discipline, since everyone is on their own wavelength. In the classroom, on the contrary, everyone is involved in the process, for example, in the process of active listening, if not participation. In the study room, this process is continuous, there is a stimulus and a reaction, and based on the way we capture this reaction (and this is our job), we build our further work. This is akin to how the oscilloscope works, we respond to the slightest fluctuations: maintain the eye contact and catch the students' eagerness to respond, or their reluctance, spot their boredom or fidgeting, and react accordingly. Working online, not being able to see all the students at once or even at all, the teacher is deprived of control tools and supervision levers. Let's take, for instance, the rate of material delivery: the teacher sticks to his own pace, and even speeds up sometimes, because in online format pauses are no longer meaningful. Like radio DJs, teachers have to talk incessantly, but unlike radio DJs, they cannot even stop for ads or music. Therefore, there is the delivery of information on the part of the teacher, but doubtful perception and no feedback on the part of the students.

Moreover, unlike classroom learning where students actively learn from each other, where sound rivalry is activated, online learning does not involve

a mechanism for transferring knowledge within the student group, and a chain reaction is not triggered. On top of that, *emotion* is missing, and this is one of the most important elements of the educational process. In this case, all the *heuristic methods* fall apart: how can you organize full-fledged discussions, debate, and presentations, if there is no active rapport with audience? Remote learning kills socialization. Electronic life, despite the ability to connect everyone with everyone, actually separates people. Whereas we as a species survived not only because we passed on knowledge, experience, and skills to each other, but also because we passed on emotions such as empathy, compassion, consciousness, and sympathy. This is when sometimes you have a twist in the pit of your stomach and a lump in the throat even if it is not your problem or grief. In "remote learning" there is a disunity and alienation, and this is, in fact, might be the end of studentship and a scientific community.

In ordinary life, our "adaptation" consists in the preservation of normal social skills. It will be totally unacceptable if isolation remains with us even after the peak of the epidemic is over. In all circumstances we should observe the social norms and habits of a human being, and not of a hunted and cornered animal.

I fear that humanity will gradually be led to the situation when cheap low-quality online training will be offered to everyone, while expensive, tailor-made off line education will only be available for the elite. Already now, the world's elitist private schools are banning laptops and forcing students well up to high school to write their essays by hand. In one of my previous articles I drew an analogy with butter which was once replaced with cheaper by-products, such as margarine and spreads, yet butter, though more expensive, was still better. Likewise, online education is second-rate, while conventional education in the classroom will always be a high quality product.

At the present stage, online education is an opportunity for students to happily deceive themselves about their abilities, because having at hand the chance to get ready answers (from the Internet), cheat and not to be caught red-handed, answer by reading from a sheet or from a textbook – all this creates the illusion that this is their own knowledge obtained as a result of effort and diligent study.

However, it is necessary to recognize another disadvantage of remote learning. Many teachers are not able to calculate the feasible scope of home task and, just to be on the safe side and make it look good in their reports, "bombard" students within surmountable home assignments. A lot of hard-working students complain that there are a lot more tasks than they can cope with, and they have to spend all day studying, even taking into account the fact that they do not need to go to University. I even saw some crying. In

other words, for bona fide teachers and students remote learning has turned out to be hell on earth, but for idlers it is an excuse to stop working at all, since students have got the hang of feigning problems with computer sites and platforms. I am pretty sure that sooner or later this euphoria will elapse and there will be a reason to come to one's senses.

I believe that it is impossible and even wrongful to replace a full-fledged education with remote training. What is good for private individual classes, for various short-term courses and coaching, and even for reading lectures, cannot be equally good for proper seminars, let alone for laboratory work and practical training. It is impossible to try to "cram" the format of offline classes into a fundamentally different, electronic format, and expect the same result. In addition, even for occasional online classes, you just need to have high-quality hardware and uninterrupted operation of the Internet resources that provide remote conference services.

The experience of western countries does not work for us, since the western education system has long and mainly been based on distance learning and on the so-called learner-centered approach, at which the student studies independently, while having the home assignment which must be done by a certain deadline, and time that he is free to dispose of at his own discretion. The teacher is a guide and supervisor, who gives the task, offers occasional face-to-face (or screen-to-screen) tutorials and at the end of the term checks the students' works. In the USA, where this whole process originated and which is, as it were, the epicenter of distance education, most of the universities are private corporations. This is a market and education there has always been a service. There is a single global market for educational services, which is dominated by American centers. Accordingly, both methods and technologies of teaching (most importantly, of course, methods) are also based on American standards. Therefore, we must strive to improve our own full-time education, our unique education system, which was being broken and transformed, but could not be broken completely anyway. Let's preserve what has been created over the years, has withstood the test of time, and has proven its worth more than once.