

коммуникации: официальный. Статус коммуникатор: выпускник или преподаватель вуза / учащийся выпускного класса / родители учащегося выпускного класса. Форма коммуникации – устное общение он-лайн. Для разработки такой миниатюры можно обратиться к обучающимся и предложить им составить список вопросов, которые выпускник школы мог бы задать профессионалу.

Материал для разработки миниатюр можно найти также в специализированных учебниках, которые являются репрезентантами научно-технического дискурса. Такой дискурс не является институциональным и не обладает признаками корпоративной культуры, однако имеет такие дискурсивные характеристики как: предметно-понятийная целостность, тематическая сетка, нейтральный модус, ограниченное терминологическое поле. Например, учебник «Nuclear Chemistry» [4]. предлагает материал по теме «Radiation protection», на основании которого можно разработать миниатюру «What is ALARA principle?». Место коммуникации – учебная аудитория. Тема коммуникации – принцип «As low as reasonably achievable», известный как принцип оптимизации. Регистр коммуникации – неофициальный. Статус коммуникантов – преподаватель и студент. Форма коммуникации – устная. Студент в роли преподавателя должен доступно разъяснить студенту смысл этого принципа. Можно предложить студентам разыграть ситуацию «Визит инспектора по безопасности на предприятие, работающее с радиоактивными источниками». Место коммуникации – предприятие / цех / лаборатория. Тема коммуникации – соблюдение правил безопасности хранения и обращения с радиоактивными материалами. Регистр коммуникации – официальный. Статус коммуникантов – инспектор / начальник цеха / заведующий лабораторией. Форма коммуникации – устная.

Анализ различных видов профессионального дискурса дает материал для разработки социальных технологий обучения профессионально ориентированной коммуникации, определения ее тематик, отбора языковых и речевых средств.

Думается, что следующим этапом исследований в указанном направлении станет вовлечение в разработку технологий новых видов профессиональных дискурсов, составление списков ситуаций общения, и речевых взаимодействий в их рамках. Разработка технологий обучения иностранным языкам с учетом профессиональных интересов обучающихся должна проводиться в тесном взаимодействии со специалистами в профессиональных областях.

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DISTANCE LEARNING FORMAT FOR STUDENTS IN COVID-19. INNOVATIONS AND PROSPECTS

ДИСТАНЦИОННЫЙ ФОРМАТ ОБУЧЕНИЯ СТУДЕНТОВ В COVID-19. ИННОВАЦИИ И ПЕРСПЕКТИВЫ

И. Ф. Мишкин, Н. Н. Талецкая
I. Mishkin, N. Taletskaia

*Белорусский государственный университет, МГЭИ им. А. Д. Сахарова БГУ,
г. Минск, Республика Беларусь
taletskaia_16@rambler.ru, mishkininga@mail.ru
Belarusian State University, ISEI BSU, Minsk, Republic of Belarus*

В данной статье основное внимание уделено программе Zoom. Данная программа является одним из функциональных и эффективных инструментов позволяющим организовать обучение со студентами в дистанционном формате, видеоконференции, онлайн-встречи. Статья посвящена также текущим проблемам при обучении иностранному языку в Covid-19, возможностям и преимуществам дистанционной формы обучения.

This article focuses on the Zoom program. This program is one of the functional and effective tools that allows you to organize training with students in a remote format, video conferences, online meetings. The article is also devoted to the current problems in teaching a foreign language in Covid-19 and the possibilities of the Zoom program.

Ключевые слова: программа Zoom, дистанционное обучение, иностранные языки, высшая школа, Covid-19, преимущества дистанционной формы обучения

Key words: Zoom program, distance learning, foreign languages, high school, Covid-19, advantages of distance learning.

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An unexpected event that happened in an instant in the world, directly made changes in all spheres of human life. Many new words related to the pandemic come to us from the English language and are rapidly being introduced into other language groups, although the words do not change much, but take the form of stable, and already understandable to everyone, “Anglicisms”.

The amount of information that we received daily in large quantities was simply huge and often incomprehensible. This abundance of new words not only made it more difficult to understand the phrases, but also deepened the ambiguity of what was said.

People began to turn to the Internet, tried to find out the meaning and meaning of what was happening from friends or acquaintances, tried to be as involved as possible in news portals [1]. This has led to a mild but steady innovation in speech, which can be confirmed by the so-called new dictionaries “Covid-19”.

These dictionaries are created and based primarily on the communication of people in social networks, on the main and important headlines from the press, Internet portals, and television. Here is a small example of words or expressions that have now become completely familiar and commonplace for us:

- self-isolate(self-isolate);
- social distancing (social distance);
- quarantine (quarantine);
- symptoms (symptoms);
- minimum distance between people (minimum distance between people) [2].

If you thoroughly approach the use of this vocabulary, you can safely say that it was used before. Yes, that’s right. But this dictionary is a narrowly specialized circle of people, usually specialized medical institutions.

Popularization in everyday life, this vocabulary was not used in speech. Extreme implementations of the “pandemic” vocabulary have made it active, understandable in both broad and narrow meanings. All this indicates how quickly and directly our life depends on the events, circumstances, unexpected moments. And in all this, neither the rapidity of change, nor the changes of society, nor speech, nor the future of the entire planet can be prevented.

The virus has turned life into isolation. World events have changed not only the language vocabulary, but also the instant reaction of people to the assimilation of information transmission. This is especially true for the younger generation in the educational process.

Let’s take the example of high schools and higher education institutions as the main and fastest innovations during the pandemic. The reaction of the younger generation is always much faster, especially during digital computerization. In isolation, the companies continued to do business, schoolchildren, students, and IT-spheres learned to work in quarantine conditions around the world.

There are a large number of Internet resources and programs that allow teachers to establish remote communication with students and organize the process as productively and sometimes unconventionally as possible training courses:

- sending messages (email, WeChat, Viber, Telegram, WhatsApp, WeChat, etc.);
- working together in documents (Google Docs, WikiWall, interactive online whiteboards IDroo, NoteBookCast, MIRO, Scrumblr, etc.);
- social networks (Instagram, VKontakte, Facebook, etc.);
- course management system, or virtual learning environment (Moodle, Ilias, ATutor, Sakai, etc.) ;
- video conferencing (Zoom, VooV Meeting, DingTalk Lite, Google Meet, TrueConf, Microsoft Teams, Skype, etc.) [3].

Last year the most successful and advanced service in the history of the world was the ZOOM platform.

The company ZOOM has developed a service for video conferences, lectures, and practical classes on the platform and has become one of the most successful and popular tools for remote work. Eric Yuan, the company’s CEO, personally registered free accounts for schools and universities, which gave an impetus to teachers to quickly switch to a completely new type of work.

The very first remote work school was the prestigious Flint Valley School, quickly followed by schools in the suburbs of Austin, Texas. ZOOM has begun to evolve into the most powerful learning tool on educational platforms. According to statistics, in two months, and this is an instant result, not only advanced countries have mastered the training, but Eric Yuan, instantly reacting, removed the time limits of video chats for other countries. This type of work not only taught me to learn the world on the “remote”, but also helped me not to fall into depression [4].

For higher education institutions, an unlimited amount of time was set in video chats on any accounts associated with the domain of schools, lyceums, colleges and other educational institutions. Now the actions of a generous business leader have acquired global significance in education as the most popular tool of work.

According to the student audience, the popularity of online communications has become very high [5].

The growing demand among students and teachers forced the ZOOM platform to think about another question: will the platform eventually be ready to reach the maximum number of audiences from different countries at the same time, inviting new friends, meeting teachers from around the world, and keeping in touch with the founder Yuan himself. Teachers,

students, and the school audience can now implement a new feature that is under development by Eric Yuan – display videos of student audiences. See the reaction of students in lectures, creating the illusion of actually being in the audience.

Thus, the advantages of training during the pandemic are as follows:

- free opportunity to conduct classes without time limits;
- participation in online classes from any device (tablet, computer, mobile phone);
- with a stable Internet, users have a clear uninterrupted operation;
- screen display function, the presence of a virtual whiteboard, showing presentations, videos;
- the ability to record an online lesson, classes;
- user manageability by the conference organizer; clarity and easy accessibility of the online lesson;
- pleasure on the part of students and teachers in mastering new tactics of conducting classes in distance learning.

This year's statistics indicated that more than 58% of students are satisfied with learning online, about 32 % more "Yes" than "No", the remaining group included "Did not attend or Did not want to, Do not like" about 10 % (fig.) [6].

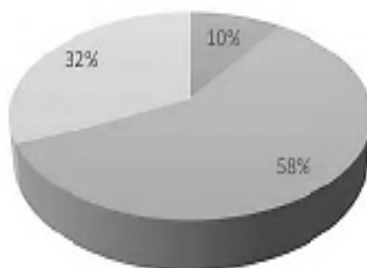


Fig. Assessment of students regarding the acquisition of new knowledge and skills

When organizing feedback, teachers actively use multiple-choice tasks. These tasks are very interesting for any audience of students, which "includes" many in the virtual interest of classes. You can also add warm-ups using techniques of critical thinking development technology. Again, the students noted that the warm-up in ZOOM is one of their favorite stages of work.

Distance learning differs from the traditional form and has its own advantages:

- the ability to use a variety of information sources;
- getting an education in a shorter time;
- taking into account individual abilities;
- the ability to combine training and work;
- the ability to get an education at a convenient time [7].

Most of the teaching staff who found themselves in an unusual reality quickly acquired new competencies, used all the possibilities of the Internet with interest and knowledge, learned with special enthusiasm and great interest themselves and involved the youth audience in the active use of various online platforms, quickly learning how to explain innovations in completely new conditions for all the material.

An absolute advantage is the opportunity to return to the material at a convenient time, since the material of the lesson is recorded if desired. The possibility of holding meetings with teachers, meetings or conversations with both parents and students, allows a large number of people to take part in the life of their child. Of course, there is no "live" communication when interacting in the classroom, but it is possible to create it in a virtual space, get feedback, see your students during the pandemic in closed working conditions, use a modern daily schedule using infographics.

Of course, you should not forget about the personal protection of your data, provided that the services are convenient and free of charge. This also remains a problem. Experts continue to find new software vulnerabilities while working to fix them.

It should be noted the disadvantages of online learning outside the university.

1. Intrusion of unauthorized persons during the broadcast of the training session.
2. Loss of attention on the part of students.

As for the first point, this problem can be solved and reduced to a minimum. Thanks to technological devices, it is possible to create a separate online audience, to personalize the workplace.

The second question is important because it is directly related to student performance. During the online class, students can do other things: correspond with classmates, prepare for another subject, check their mail. To solve this problem, the teacher can conduct at the end of the lesson: an online test (Mentimeter); a quiz test (Kahoot, Triventy, Quizziz, Wooclap); or conduct paired work by dividing students into groups and placing them in session halls (Zoom).

Summing up the innovations in a difficult period for all of humanity, we can say with confidence that:

- do not be afraid to teach young people in online platforms;
- teachers can easily become professionals and in an online format, which makes them more modern, mobile to new knowledge or achievements in education;

- thanks to the developers of programs, ZOOM platforms, as well as various video materials, not only the teacher-student can master the platform, but also parents who are interested in teaching their child at the modern and forced stage of online learning;
- focus on the contact and interest of each student with feedback, using individual work, work in small groups;
- the ability not only to differentiate tasks, but also to quickly change activities, depending on the mood of the group of students [2].

The broad functionality of the training programs will give even new and unlimited opportunities in education. The popularity of the service has confidently and quickly proved its simplicity, convenience, and usefulness in quarantine and for training purposes, and in business projects, and in the near future it will become even more clear about the benefits of saving personal time and the possibility of a qualitatively new automated work in a closed world.

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К ВОПРОСУ О ПЕДАГОГИЧЕСКИХ ФУНКЦИЯХ ЭКОЛОГИЧЕСКОЙ ПЕДАГОГИКИ И УСЛОВИЯХ ИХ УСПЕШНОЙ РЕАЛИЗАЦИИ В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ УЧРЕЖДЕНИЯ ВЫСШЕГО ОБРАЗОВАНИЯ

ON THE QUESTION OF THE PEDAGOGICAL FUNCTIONS OF ENVIRONMENTAL PEDAGOGY AND THE CONDITIONS FOR THEIR SUCCESSFUL IMPLEMENTATION IN THE EDUCATIONAL PROCESS OF HIGHER EDUCATION INSTITUTIONS

И. И. Петрашевич

I. I. Petrashevich

*Белорусский государственный университет, МГЭИ им. А. Д. Сахарова БГУ,
г. Минск, Республика Беларусь
kfl@iseu.by*

Belarusian State University, ISEI BSU, Minsk, Republic of Belarus

Представлен анализ этимологии понятия «экологическая педагогика», актуализированы ее цель и задачи. Перечислены педагогические функции экологической педагогики, раскрыто их содержание и обозначены условия их успешной реализации в образовательном процессе учреждения высшего образования. Внимание акцентировано на условиях реализации педагогических функций экологической педагогики и их ценностном потенциале в образовательном процессе учреждения высшего образования.

An analysis of the etymology of the concept of «environmental pedagogy» is presented, its purpose and objectives are updated. The pedagogical functions of environmental pedagogy are listed, their content is disclosed, and the conditions for their successful implementation in the educational process of a higher education institution are