INCREASED INTEREST OF PEOPLE IN USING ONLINE PLATFORMS TO TEACH ENGLISH DURING COVID-19 PANDEMIC

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Annotation: *The use of information and communication technologies (ICT) in global higher education has received a new powerful impetus in the past two years due to the COVID-19 pandemic and the subsequent reorientation of global economic processes and the digitalization of modern society. This thesis discusses the online platforms that have started to be used during the Covid-19 period.*

Keywords: *ICT, digitalization of education, foreign languages at the university, psychological comfort.*

Introduction

Currently, the world is witnessing a rapid change in the educational paradigm, in fact, the formation of a new education system. Both the content side and the technical side are undergoing changes, and these changes are due, first of all, to the reorientation of global economic processes, the digitalization of modern society and, of course, the impact of the pandemic. In the new conditions, a student-centered, individualized approach in education comes to the fore, for the implementation of which digital technologies are the best suited.

Main Part

A number of researchers [3, 5, 7] agree that modern students are so good at digital technologies that for them education using ICT should be much simpler than traditional. And, indeed, most of today's students belong to the so-called "Generation Z" - the first truly "digital" generation. However, a much larger number of specialists [1, 2, 4, 6] are still inclined to believe that, despite the apparent ease in handling the "digit", students are not ready to completely switch to a new format of education and experience psychological difficulties, concerning both the organization of direct learning in the digital environment, and establishing contact with other participants in the educational process.

The survey results showed that electronic directories and dictionaries still remain the most reliable and stable tool for using and studying information - 86%, because it is the fastest and most convenient resource. Students consider the use of a virtual learning environment (Google Classrom, Moodle, etc.) no less relevant and effective - 82%. Unfortunately, today among students there is not much

enthusiasm (42%) for the use of online testing programs due to failures in the system itself, as a result of which students receive an incorrect evaluation picture of the quality of their knowledge and spend much more time than if they did this task in the usual, traditional way.

Modern education is not limited to obtaining information and knowledge only with the help of a teacher. There are many educational platforms that facilitate learning outside the classroom and in a more flexible format. However, such platforms, for example, Stepik, Coursera, are used by students the least (11%). Most likely, this is due to the tight study schedule of students and the lack of enough free time for additional education.

When asked about the tools for interactive presentation and storage of information, students unequivocally answered that these were presentations (100%), videos (96%) and, to a lesser extent, cloud technologies (41%). The interaction between the student and the teacher also does not take place without ICT. Students actively use e-mail (93%), social networks (69%), participate in online conferences (59%), create chat rooms in whatsapp, telegram (48%).

What motivates a student to study most effectively and arouses his interest in the subject? According to students, these are Google Classrom, Quizlet, Zoom (the most effective) and dictionaries, youtube, teacher authority (the most motivating). The use of ICT in the classroom: 38% of students believe that they greatly facilitate the study of the language and assimilation of the material; 55% make work easier and 7% of students believe that ICT does not affect the process of cognition in any way.

Students gave the following comments and recommendations on the use of digital opportunities in the educational process: in the classroom, students would like to use an electronic board (Miro), learn the language from songs (Lyrics Training), use online platforms more, post more on the website of the department materials for students, and, which is important, given the current realities, to provide remote free access to leading media. When answering questions about psychological comfort and a sense of confidence, approximately 50% of respondents do not see the difference between online and offline classes. However, 40% of students feel less comfortable with video conferencing than during a regular lesson. At the same time, 60% of students noted that they would prefer to present the results of their research

data in the form of a slide presentation is online.

Answering questions related to the feeling of their own achievements and active involvement in cognitive activity in the classroom, from 55% to 42% of

respondents, respectively, equally evaluate the effectiveness of both forms of education. However, 50% of students note more activity during a "live" lesson and 37% of students feel more satisfied after a traditional lesson.

Answering the question of the questionnaire: "Which lesson do you take more seriously?", only 5% of respondents mentioned an online English lesson, in contrast to 37% of students who chose an offline lesson. Half of the respondents noted a tendency to be more distracted from the topic of the lesson during a video conference compared to 11% of students who had difficulty maintaining attention during direct interaction with the teacher and other students in the class. The degree of fatigue is slightly higher after classroom lessons (40%); 29% of students get more tired after a distance lesson, 31% did not notice a difference.

Thus, in the course of the study, an attempt was made to analyze the digitalization of domestic education on the example of the use of ICT in teaching English to students, both in terms of the effectiveness of the digital technologies used and the psychological component of the latter.

In general, speaking about the didactic side of distance education, it is worth noting that all students agreed that ICT raises the possibility of obtaining information to a new level, allows you to select educational material from a wider range of sources, better solve individual educational problems. tasks. At the same time, from a psychological point of view, a lesson conducted through digital technologies leads to difficulties with prolonged concentration of attention on educational material and psychological discomfort when communicating "through a monitor" for a significant number of respondents. At the same time, there is a lower degree of activity and involvement of students in the educational process with approximately the same level of efficiency of interaction in the systems "student-student", "student-teacher".

Conclusion

The conclusion from the above can be the following. The modernization of the domestic higher education system based on the introduction of digital technologies is a requirement of the time, and in the future its pace will only accelerate. However, it is necessary to take into account the real and potential risks of innovations, and not completely abandon the time-tested traditional methods.

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