

## **Tools for Implementing Distance Learning during the War: Experience of Uzhhorod National University, Ukraine**

**Veronika BANYOI**

Department of the Ukrainian Language, Faculty of Philology,  
Uzhhorod National University, Uzhhorod, Ukraine

**Olesya KHARKIVSKA**

Department of the Ukrainian Language, Faculty of Philology,  
Uzhhorod National University, Uzhhorod, Ukraine  
Corresponding Author: [olesya.kharkivska@uzhnu.edu.ua](mailto:olesya.kharkivska@uzhnu.edu.ua)

**Halyna SHKURKO**

Department of the Ukrainian Language, Faculty of Philology,  
Uzhhorod National University, Uzhhorod, Ukraine

**Mariia YATSKIV**

Department of the Ukrainian Language, Faculty of Philology,  
Uzhhorod National University, Uzhhorod, Ukraine

Received:11/13/2022

Accepted:01/04/2023

Published: 01/20/2023

### **Abstract**

The article is devoted to describing tools for implementing distance learning in the educational process of higher educational institutions in Ukraine in the war condition. Due to the introduction of martial law in Ukraine and the need for the digitalization of modern education, distance learning tools contribute to better students knowledge acquisition. The current state of research on distance education in Ukraine is presented, and various kinds, types, methods, and means of training are clarified. Different types of tasks are described, and special attention is paid to test lessons, which is an effective way to check the level of mastering the educational material by students. The analysis is based on the characteristics of Moodle, Learning Apps, and Kahoot! used in the learning process at the Faculty of Philology of Uzhhorod National University. The advantages and disadvantages of using web resources in synchronous and asynchronous learning modes are determined. Distance learning tools are an integral part of achieving educational success under computer literacy and a sufficient level of motivation for all participants in the educational process. The prospects and improvement of the remote learning process by developing strategies using new information and communication technologies in distance learning are determined.

**Keywords:** distance learning, English language, Kahoot!, Learning Apps, learning during the war, learning tools and methods, Moodle platform, tests

**Cite as:** Banyoi, V., Kharkivska, O., Shkurko, H., & Yatskiv, M. (2023). Tools for Implementing Distance Learning during the War: Experience of Uzhhorod National University, Ukraine. *Arab World English Journal (AWEJ)* Special Issue on Communication and Language in Virtual Spaces, January 2023  
DOI: <https://dx.doi.org/10.24093/awej/comm1.6>

## Introduction

The educational process in Ukraine today is a challenge to the whole world and humanity, a test not only for the younger generation but also for, the older generation of teachers who have to learn to work in new realities – in the conditions of war. We cannot but respond to the needs of today, and even move the educational process beyond reality. We must support it in any way because it is a struggle of light with darkness, which is obvious. The flexibility and accessibility of education necessitate the creation of educational content. It is worth noting that since the full-scale war in Ukraine, not a single higher education institution has ceased functioning, not a single academic institution has been disbanded, and employees have not been fired. Of course, the usual rhythm of life has changed, and, accordingly, the learning process has shifted. Still, education in the conditions of war continues to function because after the end of hostilities we will have to rebuild, update and reform our state and education. One of the directions of modernization of higher education in Ukraine is the introduction of distance learning.

Since 2019, worldwide education has changed because then we were not ready for such a form of education. Still, today it seems that a return to the classical educational process is impossible. Therefore, distance, remote or online education has rapidly burst into our lives. Distance education processes are understood as “educational technologies implemented mainly with the use of information and telecommunication technologies with indirect (at a distance) or direct interaction of the student and the teacher” ([Distance Learning](#)). The purpose of distance learning is to provide students with learning opportunities directly at their place of residence, work, or temporary stay. Such studying has a flexible nature, and students usually do not attend regular classes in the form of lectures and seminars. They are provided with the necessary textbooks, manuals, explicit curricula, and tasks of various natures. Consultations are usually conducted via the Internet using computer tools.

According to Kostiuchkov, (2020):

Distance education is not only a technical innovation but also a social innovation that ensures the effectiveness and productivity of the educational process, expands the range of opportunities for each person in choosing the optimal, corresponding to the realities of time, psychophysiological characteristics and social status, forms of realization of the constitutional right of a citizen to receive high-quality, modern, individually appropriate education (p. 45).

The Strategy for the Development of Higher Education in Ukraine for 2021-2031, while analyzing global trends, states that education is currently lagging behind digitalization, so more efforts are needed to fully use the tools and strengths of new technologies (Strategy, p. 26).

Among the changes related to the digitalization of education, there are transformations of methods, forms, and means of teaching, a reduction of the number of classroom hours, and an increase in the hours allocated for independent work of students. In addition, the role of the teacher in the educational process has also changed: from the primary source of information, one turns into an organizer, consultant, supervisor, and expert in students independent work. All this requires the search for more effective teaching tools that would perform the following functions in the educational process: informing, forming, systematizing, controlling, and motivating. These requirements can be met by the latest computer-based learning tools, which include electronic manuals, multimedia courses, training programs, etc. (Vlasenko & Shynkarenko, 2013).

The strategic goal of higher education today is the introduction of innovative technologies and distance learning. The main tasks of higher education in this direction are “the creation of an

industry of innovative technologies and learning tools that meet the world scientific and technical level; digitalization of all processes in the system of higher education; regulation of distance learning as a form of higher education” (Strategy, p. 47).

For the effective implementation of distance education, it is equally essential to create the most favorable conditions for higher education students; professional development of the teaching staff and retraining based on the introduction of the latest information and communication and psychological and pedagogical teaching technologies (Tkachenko, Khmelnytska, 2021, p. 93). Often there are specific difficulties, in particular lack of desire and material interest of teachers, lack of computer skills, inadequate computer literacy, and biased attitude to innovative technologies (Osadcha & Sysoeva, 2019, p. 277). At the present stage, the difficulties are also external: massive missile strikes on the energy system of Ukraine have caused another big problem that hinders the implementation of the educational process, and effective and efficient interaction between teacher and student – daily blackouts. Accordingly, we all understand that the modern educational process should form some personal qualities that will help to cope with the existing problems that impede effective communication between teachers and students, in particular: creativity, artistry, independence, determination, etc. In this process, innovative teaching methods will become not a burden, but an effective tool for success.

### Objectives of the Study

1. To find out different kinds and types, ways, and means of learning, as well as to present the current state of research on distance education in Ukraine.
2. To describe different types of tasks, including tests, which students use while studying at the Faculty of Philology of Uzhhorod National University using Moodle, Learning Apps, and Kahoot!
3. To identify the advantages and disadvantages of web resources for distance learning, to establish possible prospects for the development and improvement of the remote learning process through a variety of technologies and digitalization processes.

### Literature Review

The problem of distance learning was considered in the works of many domestic and foreign scientists. Many scientific results are devoted to the study of general issues of content and organization of distance learning (Avdoshin, Bykov, Wheeler, Karpenko, Korsak, Kukharenko, Polat, Keegan & Moore, and others). The specifics of the development of electronic and interactive learning tools, their characteristics, and features of use in the works of Nosenko, Chekal, Zhaldak, Khutorsky, Mashbyts, Koval, Downes, Allen & Hiltz, and others are thoroughly analyzed. The use of information technologies in the pedagogical process *was studied* by Korsunska, Pasichnyk, Stefanenko & Toroptsov; psychological and pedagogical aspects and technologies of creating a distance course – Kukharenko, Oliynyk & Rybalka. Such a cohort of scientists indicates that distance education in Ukraine has significant achievements, and later will have undeniable results. All these areas of distance learning research are essential but, given the realities of the modern world, the issue of organizing high-quality, diverse feedback between the participants of the educational process in the context of distance learning, particularly in higher education institutions, is highly relevant. Students, as well as teachers, lack communication – live communication, so the creation of various types of chats, forums, search for platforms and opportunities not only to assess the knowledge, skills, and abilities of students but also to maintain

constant online communication with them, is no less critical in the organization of the educational process.

According to Koziy, (2020):

Modern capabilities of information and communication technologies, computer educational systems, and programs and the availability of the entire information space on the Internet make the distance learning process online more effective and comfortable for both teachers and students, develop creativity and personal potential of higher education students. During such an educational process, the possibilities of working in small groups and individual work increase. The student can communicate with the teacher online, solve problems, and model situations, including analytical and critical thinking, knowledge, and search abilities. At the same time, the widespread introduction of distance learning as an alternative education through online communication in the educational and scientific environment of universities, requires significant consolidated action of information centers, laboratories, and libraries to update it with new generation computer educational programs, by modern requirements, and filling it with quality information electronic resources to ensure the acquisition of knowledge (pp. 41-42).

According to Bykov, (2009) there are two factors led to the emergence and development of modern forms of distance learning. The first of them is a new educational paradigm, which defined and declared the principles of open education, which was the reaction of the education system to the challenges of objective globalization trends. The second is a large-scale informatization of education, which ensures the comprehensive implementation of ICT in educational practice (Bykov, 2009, p. 95). Distance learning implements modern requirements for education: flexibility of organizational forms, individualization of educational content, intensification of knowledge, and communication in the process of information exchange (Koziar, 2014, p. 81).

*E-learning technologies can be used* in full-time, part-time, and distance learning. They help to organize independent work, promote the development of practical skills, and also allow for continuous monitoring of the learning process.

Blended learning (classroom and e-learning) combines the best qualities of both forms of knowledge. Learning in the classroom provides social interaction, and develops skills for working in pairs, and in groups. Learning with the help of innovative technologies has a different effect. Koziar (2014) notes that

Modern ICTs provide students and teachers with access to non-traditional sources of information, increase the effectiveness of independent work, provide completely new opportunities for creativity, manifestation, and identification of their abilities, obtaining and consolidation of various skills, allow to implement fundamentally new forms and methods of teaching. These are such means of access as local and global information networks, teleconferences, webinars, etc. (p. 82).

The experience of implementing distance learning at Uzhhorod National University has already been characterized. Special attention is paid to the description and analysis of the most important methods of teaching foreign languages, in particular English, during the global pandemic caused by the spread of the coronavirus disease Covid-19 in early spring 2020, specifically, the technologies of the Moodle learning management system are described in detail as necessary means of implementing successful two-way interaction between a teacher and a student (Venzhynovych, Poluzhyn, Banyoi & Kharkivska, 2021).

Several, other interesting scientific works have appeared that draw attention to the peculiarities of distance learning implementation in current conditions in Ukraine (see, for example, Tymoshchuk, 2022; Dvorianchykova, Bondarchuk, Syniavska & Vyshnevskaya, 2021; Labinska, Zenia, Matiichuk & Danylovykh, 2021; Volodymyrivna, Vasylyivna, Anatoliivna & Anatoliivna, 2021).

### Methodology

During the study, we used a set of methods – general philosophical, general scientific, and linguistic. In particular, empirical, synthetic methods, namely observation, and self-study, allowed us to generalize the process of distance learning at Uzhhorod National University, which has been ongoing since 2019 and *is being actively implemented* in 2022. Traditional methods *were also used*: descriptive, comparative, evaluation, searching, and constructive ways, the purpose of which is to discover new phenomena, processes, and forms of learning. From the general techniques, analysis and synthesis, induction and deduction, abstraction, generalization, modeling, construction, analogy, association, etc., *were involved*.

### Data Collection Procedure

The use of innovative computer technologies provides an opportunity to create a qualitatively new information educational environment without borders and with the possibility of organizing a global system of distance learning. Distance learning is a component of creating an open education system that provides nationwide access to educational resources.

Uzhhorod National University offers online learning via Google Meet, Classroom, and Moodle e-learning platforms (E-Learning. Uzhhorod National University).

Tests with automatic checking allow you to organize a quick assessment of the level of mastering the educational material students. Typically, test systems can create questions of different types (multiple choice, text or numerical answer, ordering, matching, etc.). Libraries of ready-made questions are often available that you can add to your testing sessions, modifying them as needed. Most services provide the ability to create questions, sometimes with multiple-choice answers, using images, audio, and video clips. This way, you can form a whole trajectory of a single topic. Typical settings for online tests include the ability to shuffle questions and answer choices within them, set time limits (time to attempt, time to open the quiz for completion), limit the number of attempts, and the method or time of reporting test results. If testing is used for educational purposes, you can loosen the strictness of these parameters. If the testing is for control purposes, then more severe restrictions can be applied, and students can be reminded of the importance of academic integrity. It should be noted that automated testing, although it dramatically simplifies the routine work of the teacher, is sometimes insufficient to reliably diagnose the success of mastering the topic. Therefore, supplement test tasks with practical tasks, exercises, essays, etc. The teacher can provide feedback on the test results individually or take into account the dynamics of student responses in planning different classes (Organization of Distance Learning at School Methodological Recommendations, 2020, pp. 33-34).

At the Faculty of Philology, training is organized in a mixed form. Some students work in the classroom, and some stay at home. The part of students who work remotely usually receives educational material via the Google Meet platform, and the systematic consolidation of what has been learned, self-study, etc., takes place on the Moodle e-learning site.

The use of distance learning technologies increases and improves the effectiveness of the educational process, which largely depends on the level of preparation of teachers for the implementation of distance learning, as well as on the readiness of students to study in distance education (Tkachenko, Khmelnytska, 2021, p. 91). In the conditions of war, mastery of information technologies and motivation to learn become the defining competencies of a modern student.

At the Faculty of Philology, a survey was conducted among students of 2-4 courses, which types of work on the Moodle e-learning site they prefer. In total, 247 students were interviewed. They were offered four options: essays, tasks, tests, and glossary. Students who prefer testing – 156, readings are chosen by 47 students, articles – 34, glossary – 10 (Figure 1).

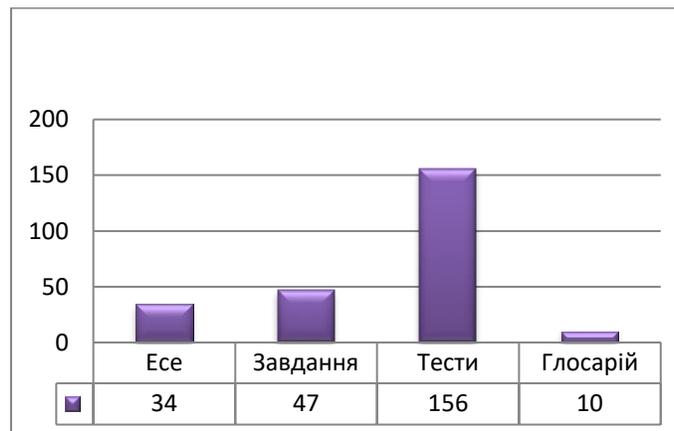


Figure 1. Results of surveys of students of the Faculty of Philology on different types of work on the Moodle platform.

Let us dwell on the three leading platforms that are actively used by students and teachers in the distance learning at Uzhhorod National University – Moodle, LearningApps, and Kahoot!

Playing the role of an educational learning environment, the Moodle platform has proven itself to be the best. Especially when our country was in a complete blackout, electricity appeared only at night, and the educational process has almost entirely moved to the Moodle platform. Moodle (an acronym for Modular Object-Oriented Dynamic Learning Environment) is a learning platform designed to bring together educators, administrators, and students in one reliable, secure and integrated system to create a personalized learning environment (Moodle). Moodle has well-developed tools for organizing knowledge control. First of all, it provides the opportunity to accept written works through “Assignment”, to conduct online interaction between students through “Workshop”, as well as testing through “Quiz”. According to Ilyina, (2020), Moodle is a learning platform is designed to unite students, teachers, and administrators into a single integrated system the personalized learning environment. The Moodle learning platform is adapted for online learning and has significant didactic opportunities for creating innovative teaching tools (pp. 31-32).

*Testing in Moodle can be customized* for different requirements and needs. In particular, it is relevant today to conduct the final and examination control in a remote format (URL: <https://ceit.ucu.edu.ua/news/testy-v-moodle/> Date of access: 29.11.2022).

It is worth noting that preparing tests for uploading them to the Moodle system is a long process. First of all, it is the elaboration of interesting, original theoretical and practical tests.

Usually, students like tests with one correct answer. Therefore, before uploading a test, it needs to be worked out (Figure 2). Developing tests with one right solution, we first create them in the usual Word format, and then prepare them for uploading to the Moodle system. Each test consists of two parts: the question and the answer block. The answer block should be separated from the question block by curly brackets { } (Figure 2). The answer block also has a peculiar design. Before the correct answer, we put the equal sign (=), and before the wrong answers, we put the tilde sign (~), after the tests are ready to be saved in the format as “plain text”, encoding the text “Unicode UTF-8” and only after that, our tests can be uploaded to the site by choosing the GIFT file format.

```
Українська мова є державною мовою в Україні відповідно до статті:
{
  ~ 5 Конституції України;
  = 10 Конституції України;
  ~ 9 Конституції України.
}

Основоположником сучасної української літературної мови вважають:
{
  ~ І.П.Котляревського;
  = Т.Г.Шевченка;
  ~ Лесю Українку.
}

Літературна мова реалізується:
{
  = в усній і писемній формі;
  ~ у сучасній українській літературній мові й територіальних діалектах;
  ~ у національній та державній мові.
}
```

Figure 2. Preparing tests for uploading to the Moodle platform.

After uploading, the tests acquire a slightly different look and are suitable for processing by students (Figure 3). On the left, a test question with several answers opens before the student. The Moodle platform allows you to customize the number of queries on one page; usually one. On the right, the student sees a table with the number of test tasks. When the test is completed, correct answers are colored green, incorrect answers are colored red, and if the question requires the teacher's assessment, the test is colored gray (Figure 3).

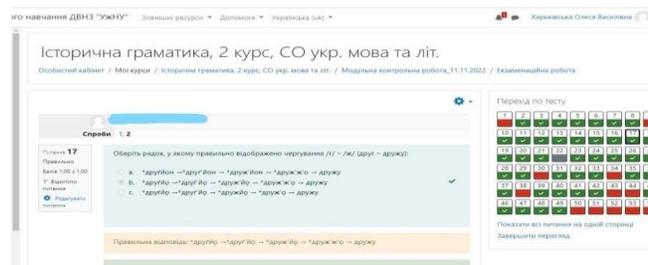


Figure 3. Test ready for processing on the Moodle platform.

To repeat the learned material and assess its understanding, a good solution is to use the web resource Learning Apps (<https://learningapps.org/>), which allows you to use pre-designed exercises or create your developments. The website provides the opportunity to choose templates based on which you can make an exciting and informative product for students because the effect of teachers in the implementation of distance learning is an integral part of the digitalization of education due to the requirements of today. *The Learning Apps web resource was developed* to introduce interactive modules into the educational process. The platform's advantages are a bright interface, straightforward navigation, and many sample tasks that can become the basis for developing your own. It is also essential that the site is available in Ukrainian, which allows teachers of Ukrainian higher education institutions to integrate the development into their courses seamlessly. The teacher can choose the desired type of task, including Matching Pairs, Group Assignment, Number Line, Simple Order, Freetext input, Matching Pairs on Images, Multiple-

Choice Quizzes, and Cloze Text. The type of interactive exercises depends on the educational goal, task, and subject specifics. When working with students to test their level of knowledge, exercises based on Simple Order templates (especially when working with international students) and Multiple-Choice Quiz work best. For tasks based on the Simple Order template, you need to fill in the essential elements: specify the App Title, Task Description, which will be shown when you start the exercise, Cards (you can enter text or attach Images, Text to Speech, Audio or Video Files). Here the teacher has no restrictions and can use all means to create the most engaging interactive product. It is worth noting that the Learning Apps platform is a vital tool in the educational interaction of teachers with international students: audio responses, live speech recordings, and text elements work well. Regarding the text elements, it is worth paying attention to some recommendations: the answers should be placed in the correct sequence, as the application will then change their line (Figure 4); it is also necessary to identify the correct right answer.



Figure 4. The task is ready for processing on the LearningApps platform.

It is essential that you can leave hints before completing the task and words for feedback after the successful completion of the exercise. This contributes to a better result, as the student feels the support of the teacher in the educational process (Figure 5). In the conditions of war, such a connection between the participants of the educational process is vital; students do not lose motivation, which in turn improves the quality of studying in the formation of relevant competencies.



Figure 5. Correct completion of the task on the LearningApps platform.

To work with the Multiple-Choice Quiz template, you also need to fill in the task elements: App Title, Task Description, which will be shown when you start the exercise, Cards (you can

enter text or attach Images, Text to Speech, Audio or Video Files). Here you can define multiple correct answers and leave hints (Figure 6).

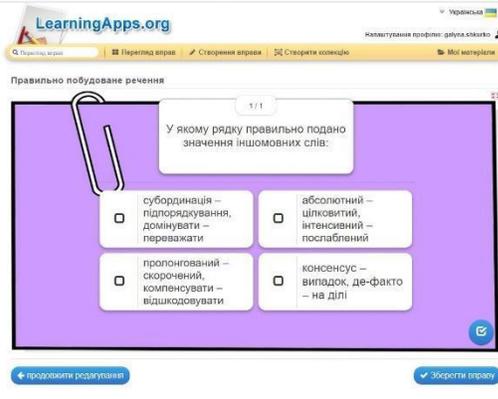


Figure 6. The test is ready for processing on the LearningApps platform.

In case of an incorrect answer, the student will receive the appropriate mark (Figure 7).



Figure 7. Incorrect completion of a test task on the LearningApps platform.

Such interactive lessons allow not only to check the knowledge gained quickly but also to diversify the classical forms of teaching with elements of innovation. In addition, they ensure the maximum activity of participants in the educational process and the effectiveness of learning.

“Kahoot!” is a platform for checking the level of knowledge of students through online testing. This resource is trendy among students, as they can take tests through a web browser or mobile application. First, go to <https://kahoot.com/> and go through the registration steps. We focus on the free version of the platform (Sign up for free!), and the primary registration option (Get Basic for free). After that, you must choose a social role: Teacher, Student, Home, or Business. For example, when selecting the role of a teacher, you need to fill in the basic information about the place of work. After filling in the initial data about the teacher, access to creating tests is opened. Free access allows you to make only two types of questions: Quiz, i.e., multiple choice questions, when the student is given several answers and chooses one correct one (Figure 8), and True or False, when the student is offered two mutually exclusive answer options (Figure 9).

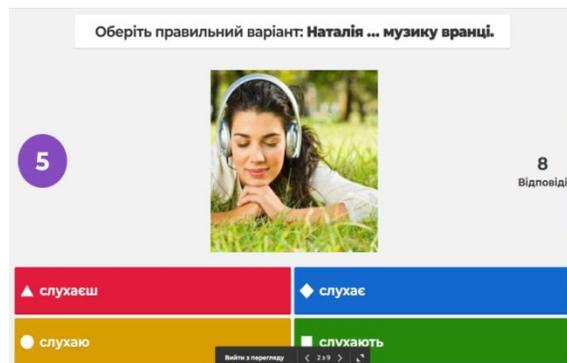


Figure 8. The multiple choice test is ready for processing on the Kahoot platform!

When preparing a test, the teacher sets the question type, time limit, and several points. An audio or video file, photo, or gif animation can be attached to the test base (Figure 9). The advantage of using audio files is that the program can read the text printed by the teacher. It is also convenient to add videos from YouTube and Vimeo (with the definition of the time of the video display). All this contributes to the maximum modernization of the educational process; such an interactive way of learning will interest students and provide top results.

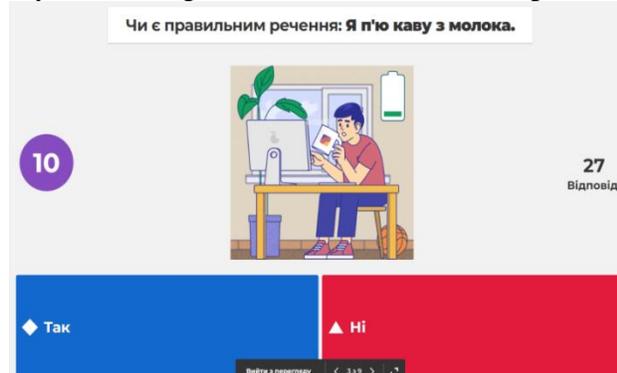


Figure 9. Test True or False with gif animation is ready to be processed on the Kahoot! platform.

The Kahoot! platform allows testing in two ways: Virtual Classroom (testing can be done together with students in the classroom, questions and answer options appear on the teacher's projector or computer screen, and students give answers from their mobile phones or computers) and For self-paced learning (students take the test on their own, questions and answer options appear on their computers or smartphones). The teacher sets the date and period during which the testing will be open. To join the testing, students need to go from their computer or smartphone to the link <https://kahoot.it/>, and enter the testing code (provided by the teacher), and their name.

## Discussion

Platforms Moodle, LearningApps, and Kahoot! can be ways of synchronous and asynchronous learning. Among the advantages of synchronous learning is the involvement of participants in the learning process directly during the lesson. This mode provides quick feedback from the teacher, correction, and explanation of unclear points; organization of group activities; development of communication and collaboration skills; motivation to learn in the process of communication (Tkachenko, Khmelnytska, 2021, p. 93). The disadvantages of synchronous learning include the current realities associated with problems with electricity and communication in Ukraine. The modern student of higher education does not always want to be squeezed into the

limited time frame of the educational process, so the synchronization of the schedule can also interfere with the mastering of the specialty. The asynchronous format is characterized by the flexibility of the program; lack of dependence on communication interference; the ability to learn the educational material at one's own pace; availability of educational materials at a convenient time for the student; development of self-organization skills and knowledge to learn (Tkachenko, Khmelnytska, 2021, p. 93). It is clear that the lack of understandable organization of the educational process can be a disadvantage. In today's conditions, higher education students should strive to master soft skills, increase information and digital competence and build their trajectory of educational development. Therefore, web resources Moodle, LearningApps, and Kahoot! are effective ways to check the level of mastery of academic material by students, provided they are aware of the applicant's role as an active participant in the educational process. A promising direction for the development of distance learning in higher education institutions of Ukraine is the close cooperation of developers of software products for distance learning, distance education methodologists, and teachers of higher education institutions to develop strategies for the use of new information technologies in distance learning (Osadcha, Sysoeva, 2019, p. 277).

## Conclusion

Thus, the modern educational process in higher education institutions to improve and modernize, is in search of new information forms of education. The classical form of education cannot fully ensure the development of personal and professional competencies of higher education students. Modern tools for the implementation of distance learning make the educational process dynamic and exciting. The most effective in establishing optimal interaction between teacher and student during the war were web resources Moodle, LearningApps, and Kahoot! In addition, they teach students to organize their time, spending it on development. Higher education institutions in Ukraine face challenges in the conditions of war due to both current events and the requirements of digitalization. Today, specialists competent in information and communication technologies motivated to develop and improve are in demand. Therefore, the main task of higher education institutions is to create appropriate conditions for teachers and students to distance learning. The use of distance learning tools increases the motivation, and initiative of students, improves the quality of education and educational services, and increases the flexibility of educational goals of higher education institutions.

## About the Authors:

**Veronika Banyoi** is a Candidate of Philology (Ph.D. in Philology), Associate Professor at the Ukrainian Language Department at Uzhhorod National University. Now she is currently working on problems in Microtoponymy and Dialectology. She is a member of the Editorial Board of the Scientific Journal "Scientific Bulletin. Series: Philology" at Uzhhorod National University. ORCID ID: <https://orcid.org/0000-0001-7957-8080>

**Olesya Kharkivska** is a Candidate of Philology (Ph.D. in Philology), Associate Professor at the Ukrainian Language Department at Uzhhorod National University. The field of her scientific interests includes Dialectology and Deryvatology and Word Formation, Linguogeography, and History of Language. She is a member of the Editorial Board of the scientific journal "Scientific Bulletin. Series: Philology" at Uzhhorod National University. ORCID ID: <https://orcid.org/0000-0002-8145-8069>

**Halyna Shkurko** is a Candidate of Philology (Ph.D. in Philology), Associate Professor at the Ukrainian Language Department at Uzhhorod National University. The field of her scientific interests includes Dialectology and Lexicology, Linguogeography and Ukrainian for International Students. ORCID ID: <https://orcid.org/0000-0003-4872-3809>

**Mariia Yatskiv** is a Candidate of Philology (Ph.D. in Philology), Senior Lecturer at the Ukrainian Language Department at Uzhhorod National University. The field of her scientific interests includes Phraseology and Dialect Phraseology, Linguoculturology, and Lexicology. ORCID ID: <https://orcid.org/0000-0001-8912-4592>

## References

- Bykov V.Y. (2009). *Models Of Organizational Systems of Open Education: monograph*. Kyiv: Atika.
- Distance Learning*, Available at [https://stud.com.ua/85590/psihologiya/distantsiynе\\_navchannya](https://stud.com.ua/85590/psihologiya/distantsiynе_navchannya)
- Dvorianchukova, S., Bondarchuk, J., Syniavska, O., & Vyshnevskaya, M. (2021). Effectiveness of Students' Distance Learning in English Business Communication: The Experience of Kyiv National University of Technologies and Design. *Arab World English Journal (AWEJ) Special Issue on CALL (7)*, 239-250. DOI: <https://dx.doi.org/10.24093/awej/call7.17>
- E-Learning. Uzhhorod National University*, Available at <https://e-learn.uzhnu.edu.ua/>
- Ilyina N.V. (2020). Organization of Feedback During Distance Learning in the Conditions of Higher Education. *Distance Learning of Students: Theory and Practice [Electronic collection]: Scientific and Methodological Works of Kherson State University*, 34-38.
- Kahoot! Learning Games | Make Learning Awesome!*, Available at <https://kahoot.com/>
- Kahoot!, Available at <https://kahoot.it/>
- Koziy T.P. (2020). Experience Applying Innovative Methods in the Course “Human Anatomy” for Future Doctors During Distance Learning. *Distance Learning of Students: Theory and Practice [Electronic collection]: Scientific and Methodical Works of Kherson State University*, 39-42.
- Koziar M.M. (2014). E-LEARNING innovations in the training of specialists in universities. *Modern Information Technologies and Innovative Teaching Methods in the Training of Specialists: Methodology, Theory, Experience, Problems*, 37, 81–85.
- Kostiuchkov S.K. (2020). Philosophical Foundations of Distance Education Development in the Modern Information Space. *Distance Learning of Students: Theory and Practice [Electronic collection]: Scientific and Methodical Works of Kherson State University*, 42–51.
- Labinska, B., Zenia, L., Matiichuk, K., & Danylovysh, O. (2021). Information Technologies in the Formation of Foreign Language Grammatical Competence While Teaching a Language for Specific Purposes. *Arab World English Journal (AWEJ) Special Issue on CALL*, 7, 390-405. DOI: <https://dx.doi.org/10.24093/awej/call7.27>
- LearningApps.org – Interaktive und multimediale Lernbausteine, Available at <https://learningapps.org/>
- Moodle, Available at <https://uk.wikipedia.org/wiki/Moodle>
- Organization of Distance Learning at School Methodological Recommendations. 2020, Available at

- <https://mon.gov.ua/storage/app/media/zagalna%20serednya/metodichni%20recomendazii/2020/metodichni%20recomendazii-dustanciyna%20osvita-2020.pdf>
- Osadcha K.P., & Sysoeva S.O. (2019). State, Technologies, and Prospects of Distance Learning in Higher Education of Ukraine. *Information Technologies and Learning Tools*, 70, 271–284, Available at [http://eprints.mdpu.org.ua/id/eprint/8131/1/ITZN\\_2019\\_70\\_2\\_22.pdf](http://eprints.mdpu.org.ua/id/eprint/8131/1/ITZN_2019_70_2_22.pdf)
- Strategy for Developing Higher Education in Ukraine for 2021-2031 (2020). 71 p., Available at <https://mon.gov.ua/storage/app/media/rizne/2020/09/25/rozvitku-vishchoi-osviti-v-ukraini-02-10-2020.pdf>
- Tkachenko L.V., & Khmelnytska O.S. (2021). Features of the Introduction of Distance Learning in the Educational Process of Higher Education. *Pedagogy of formation of creative personality in higher and secondary schools: a collection of scientific works*, 75, (3), 91-96., Available at [http://pedagogy-journal.kpu.zp.ua/archive/2021/75/part\\_3/20.pdf](http://pedagogy-journal.kpu.zp.ua/archive/2021/75/part_3/20.pdf)
- Tymoshchuk, N. (2022). The Implementation of E-Learning to Support Learning and Teaching Foreign Language: a Case Study in Ukrainian Higher Education. *Arab World English Journal (AWEJ) 2nd Special Issue on Covid-19 Challenges*, 2, 233-244. DOI: <https://dx.doi.org/10.24093/awej/covid2.15>
- Venzhynovych, N., Poluzhyn, M., Banyoi, V., & Kharkivska, O. (2021). Means of Foreign Language Teaching during the Covid-19 Pandemic in Ukraine. *Arab World English Journal (AWEJ) Special Issue on Covid-19 Challenges*, 1, 95-106. DOI: <https://dx.doi.org/10.24093/awej/covid.7>
- Volodymyrivna, Z. I., Vasylivna, V. S., Anatoliivna, L. I., & Anatoliivna, M. I. (2021). EFL University Students Challenges in The Process of Online Learning of Foreign Languages in Ukraine. *Arab World English Journal (AWEJ) Special Issue on CALL*, 7, 70-77. DOI: <https://dx.doi.org/10.24093/awej/call7.5>
- Vlasenko L.V., & Shynkarenko N.V. (2013). Distance Learning Methods, Available at <http://dspace.nuft.edu.ua/jspui/bitstream/123456789/5006/3/methods7.pdf>