

**DESIGNING DIGITAL CONTENT FOR DISTANCE
ENGLISH LANGUAGE LEARNING IN SENIOR HIGH SCHOOL:
SELECTION AND ADAPTATION**

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INTRODUCTION

In Ukraine, the modern development of the national education system imposes new requirements for personality development, particularly in the process of learning English. The primary goal of the modern school is to create conditions for the formation of a comprehensively developed and spiritually enriched individual. This includes teaching the communicatively justified and proficient use of language in various situations, as well as establishing prerequisites for the development and self-realization of senior students in general secondary education institutions. The State Standard for Basic and Complete General Secondary Education, which defines one of the main tasks as ‘the formation of communicative competence and activity, creative abilities, and creative thinking of students, further emphasize this.’¹

The speech content line is the dominant element of student training based on the competence approach, as it determines the formation of skills in using language as a communication tool within the educational process². However, despite the fact that the level of skill development in foreign language learning reflects average and high student results in vocabulary and grammar (as noted by teachers themselves), ‘knowledge of lexical and grammatical material does not yet ensure the development of communicative skills. Skills for operating this material are necessary, as well as its use for the generation and recognition of information in specific spheres of communication’³.

In this context, it is necessary to consider the significance of the rapid development of digital technologies, which play an increasingly important role in English language teaching. Researchers note that digital tools provide

¹ Про освіту : Закон України від 05.09.2017 № 2145-VIII (в ред. від 21.11.2023). URL: <https://osvita.ua/legislation/law/2231/> (дата звернення: 05.01.2026).

² Бідюк Н. М. Теоретико-методологічні підходи у навчанні іноземної мови. Хмельницький : ХНУ, 2018.

³ Методика навчання іноземних мов і культур: теорія і практика : навч. посіб. / за ред. С. Ю. Ніколаєвої. Київ : Ленвіт, 2013.

numerous opportunities for the easy perception and processing of information among schoolchildren⁴.

Among Ukrainian and foreign scholars exploring the use of information technologies in the formation of foreign language competence, notable specialists include V. Bykov, V. Afanasiev, R. Hurevych, V. Sholokhovych, Yu. Baturin, D. Bell, N. Wiener, M. Mazur, R. Brien, P. Ross, and others. However, a crucial aspect is not only the application of digital technologies but also their proper selection, coordination, and management to ensure effective functioning.

Since language is a means of communication, foreign language teaching is inherently communicative-oriented. It is impossible to imagine human life and activity without communication, as it is, as F. Batsevych aptly notes, a necessary condition for any activity⁵.

In the near future, digital technologies will encompass all spheres. Digitalization is an objective, inevitable process that cannot be stopped. The process of digital transformation is a response to the development of new information technologies and their active dissemination worldwide across all sectors, including education. Regarding education, teaching and learning have become among the most pressing issues in the modern world, and ensuring a high level of quality education remains a serious challenge. Mastering the necessary communicative competencies is one of the primary tasks in teaching foreign languages to schoolchildren, while speaking, as a type of speech activity, is one of the most important areas of foreign language instruction in general secondary education institutions (GSEIs). Based on the analysis of domestic and foreign scientific, methodological, pedagogical, and psychological literature, the content of the core concepts of the proposed study should be defined. «Oral communication (interaction) is a type of activity that involves communication between two or more people, in which participants are simultaneously listeners and interlocutors who react to what is heard through verbal exchanges⁶».

1. Analysis of the Didactic Opportunities for Distance English Language Teaching in Secondary Schools

Starting from 2020, due to the spread of the COVID-19 pandemic, general secondary education institutions in Ukraine were forced to transition to the organization of the educational process using distance learning technologies.

⁴ Kartashova L. A. Digital agenda for educational development: Focus on the formation of digital competencies. Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology". 2020. Vol. 1(11). DOI: [https://doi.org/10.31339/2413-3329-2020-\(11\)](https://doi.org/10.31339/2413-3329-2020-(11))

⁵ Бацевич Ф. С. Основи комунікативної лінгвістики. Київ : Академія, 2004.

⁶ Johnson K., Morrow K. Communication in the Classroom. Longman Group, 1992.

This transition became an objective necessity and required rapid adaptation to new conditions from all participants in the educational process – pedagogical staff, students, and their parents. The introduction of martial law in Ukraine necessitated the further functioning of educational institutions in blended and fully distance formats, which added complexity to the organization and implementation of learning activities. These circumstances posed a significant challenge to the national education system, as it was essential to ensure an appropriate level of quality in an environment with limited opportunities for direct interaction between participants in the educational process.

For teachers who had previously worked primarily within traditional classroom-based settings, the effective use of modern educational platforms, online services, and digital tools became a particularly difficult task. Within tight deadlines, pedagogical staff mastered new information and communication technologies to ensure the proper quality of instruction. At the same time, it has been established that a significant portion of traditional forms and methods of learning activity, as well as motivational factors, demonstrate lower effectiveness in distance learning compared to face-to-face instruction, while some cannot be implemented during online lessons at all. This necessitated the search for and implementation of innovative approaches to learning organization aimed at maintaining students' cognitive activity and achieving planned learning outcomes. The rapid development of information and communication technologies significantly affects all spheres of human activity, with distance education being one of the most dynamic areas in this process. It occupies a leading position among fields where innovations are actively implemented. The necessity of its development is reflected in key regulatory acts of Ukraine, such as the Law On Higher Education (2014), the State Program Information and Communication Technologies in Education and Science (2005), and the Strategy for the Development of the Information Society in Ukraine (2013). Among international and European documents that have significantly influenced the digital transformation of higher education and emphasized the importance of distance learning in professional training, the following should be mentioned: Rethinking Education: Investing in Skills for Better Socio-Economic Outcomes (2012), Opening Up Education (2013), Improving and Modernizing Education (2016), and the Strategy for a Digital Single Market for Europe (2015).

Distance learning, being one of the innovative technologies, is actively implemented in schools as a promising and effective form of modern education. Significant attention is paid to its implementation and development at both theoretical and practical levels. In the process of organizing school-based distance learning (hereinafter – DL), problems arise that are less technical and more psychological and methodologically specific in nature. The

necessity of developing school distance education is driven, on the one hand, by the geographical remoteness of small rural schools from educational centers and a shortage of teaching staff, and on the other hand, by the extensive opportunities to utilize the didactic potential of computer telecommunications for organizing distance learning. The availability of computer equipment in schools, their Internet access, as well as the growing need of students for self-education and their desire for independent improvement of knowledge, particularly speech-related skills.

The reformation of the educational system in developed countries and in Ukraine is prompted by modern societal demands for education. The development of education makes adjustments to the choice of new methods, tools, and forms of learning, as well as the elaboration of promising educational paradigms oriented towards modern learning aids, especially new information technologies (hereinafter – NIT).

In the field of information technology, an individual must constantly learn to adapt to all the changes occurring in parallel within the development of science and technology. The continuity of education, in turn, requires a person to be able to acquire knowledge independently. In this regard, new learning models and technologies are emerging (various courses, full-time and correspondence schools, seminars, and trainings).

Understanding the value and importance of education, individuals increasingly require freedom of choice, accessibility, and variability of teaching methods and tools. At the same time, considering personal interests, abilities, and needs plays an important role. In new socio-economic conditions, education is intended to provide students with the opportunity for flexible adaptation in changing life situations, the constant development of their independent critical and creative thinking, and a broad information field for activity. This includes diverse sources of information, the possibility of contact and communication within different social groups, as well as intellectual, spiritual, and cultural self-development. However, at the same time, there are still categories of people who, for reasons beyond their control, remain sidelined from qualitative transformations in education. Among them, we identify the following categories of students:

- students who independently study a specific course of the school curriculum that is not taught in their school due to a lack of qualified teachers, or who are dissatisfied with the level of instruction at their school;
- students who are unable to attend school due to prolonged illness;
- children who lived in temporarily occupied territories;
- students forced to change their place of residence frequently due to the nature of their parents' work (children of military personnel, geologists, construction workers).

Additionally, new forms of learning using NIT are of interest primarily for:

- students wishing to deepen their knowledge of a subject and planning to participate in various international projects and conferences;
- students preparing for admission to higher education institutions (HEIs), for testing, and the National Multi-Subject Test (NMT);
- students participating in academic Olympiads and scientific-practical conferences.

An analysis of existing problems that indirectly and negatively affect the development of education leads to the conclusion that inequality in educational provision persists due to geographical remoteness, the discrepancy between economic and social development, and a shortage of certain teaching staff. At the same time, positive trends are observed, such as the growing desire of parents to provide a high-quality education for their children, a thirst for knowledge, the independence and consciousness of the younger generation, an increase in student numbers, expanded access to higher education, an awareness of the need for new approaches and strategies for the development of the educational system, and the diversity of educational institutions (colleges, gymnasiums, associated schools, correspondence schools). According to the development program of the national-regional education system, the number of educational institutions designed to provide high-quality differentiated and individualized education to students, considering their interests and abilities, is constantly growing.

A new form of education using NIT should provide the opportunity to build an individual learning strategy for each student through their interaction with the information environment and satisfy their educational needs in the most comfortable mode. In this context, the learning process based on NIT tools is characterized by adaptability, absolute focus on the student's personality, economic efficiency, and reliance on the unique capabilities of modern technologies.

In the modern educational system, there is a logical necessity to utilize the vast educational potential of computer telecommunication systems (CTS), particularly network technologies such as email, teleconferences, electronic textbooks, and libraries, which are truly capable of initiating the development and practical implementation of innovative forms and methods of teaching. The effective and rational use of telecommunication capabilities for educational purposes is evident in distance learning, where the teacher and student are spatially separated and have limited or no opportunities for direct interaction (within the same classroom or school). In this case, any information (text, graphics, video, or audio) transmitted via a computer network serves to transfer knowledge or eliminate specific learning gaps.

Distance education (or distance learning) differs from traditional correspondence learning in its use of modern technical communication tools and the presence of constant interaction between the teacher and the student. As is well known, the history of the correspondence learning system in Ukraine was quite slow and complex. Nevertheless, the correspondence system justified the efforts of many educators invested in the education of millions. It provides opportunities for learning without interrupting employment and for simultaneous study in multiple specialties. At the same time, correspondence learning is not characterized by systematic consultation, a clearly organized system for monitoring academic progress, or opportunities for students to communicate constantly with one another. The content of such learning is often reduced merely to completing credit and exam assignments; it lacks research and project-based work that stimulates the search for additional information. Learning is usually built on limited material and a fixed set of learning aids used traditionally year after year. Modern socio-economic conditions also demonstrate the unprofitability of the correspondence system, leading to a gradual decline in interest in this form of education.

We believe that distance learning (DL) provides additional opportunities for organizing a modern educational process. Unlike the correspondence form, this learning process is characterized by providing education to everyone on equal terms, regardless of social status or place of residence, constant communication between teachers and students, interaction among students themselves, and the possibility of conducting network discussions and collaborative research, as well as the individualization and differentiation of learning and greater motivation for educational and cognitive activities. This represents a cardinal difference between the DL system and correspondence learning. It should be added that foreign experience in correspondence learning has long utilized NIT tools. For instance, the Open University of the UK widely uses television and radio lessons alongside printed manuals and materials recorded on CDs. B. Holmberg emphasized in his works that DL is closely related to the correspondence system ⁷. We see no significant difference in the definitions either. Correspondence learning, which originally denoted distance study and had synonymous definitions such as independent study or 'home study' in North America and external study in Australia and New Zealand, became known as open learning. Notably, British educators now refer to any computer-aided learning as e-learning, introducing a completely new definition that characterizes both distance and correspondence learning ⁸. At the current stage, the most effective spheres for DL application

⁷ Holmberg B. Distance education. London : Kogan Page, 1989.

⁸ Carrier M. Getting started with e-learning. Modern English Teacher. 2004. Vol. 13, № 1. P. 50–55.

are systems that do not replace the traditional system but complement it, in combination with the latest communication and information processing tools. The concept of distance education was first used in the first issue of the British Open University journal *Teaching at a Distance*, in the international journal *About Distance Education*, as well as in the titles of the Australian journal *Distance Education*, the Canadian *Journal of Distance Education*, and the American *American Journal of Distance Education*. The official consolidation of the term occurred in 1982 when, at the International Conference on Distance Education in Vancouver (Canada), the phrase correspondence education was replaced by 'distance education.' Simultaneously, the International Council for Correspondence Education changed its name to the International Council for Distance Education⁹.

According to D. Shale, distance education represents an interesting paradox: it has established itself firmly as a form of instruction, yet it still lacks a clear definition¹⁰. Despite the absence of a single interpretation of the concept, this form of education functions effectively even without an established theoretical framework.

In scientific literature, there is a significant number of definitions for the term distance education. However, it is worth noting that many of them do not fully encompass the essence of this complex phenomenon. The primary shortcoming of most definitions is that they only consider individual aspects of the multifaceted nature of distance education. The renowned Irish researcher D. Keegan, synthesizing existing approaches, identified key characteristics of distance education, the first of which is the permanent separation of teacher and student throughout the entire learning process. Institutions providing distance education independently determine their organizational structure, plan the educational process, develop learning materials, and provide support to students. Technical teaching aids – printed materials, audio and video media, and computer technologies – have become widespread, facilitating both direct and feedback communication between teacher and student, as well as effectively delivering course content to the student body. The absence of permanent learning groups throughout the educational process, which implies individual learning rather than group study, necessitates the organization of personalized didactic meetings¹¹.

⁹ Корсунська Н. О. Дистанційне навчання: підходи до реалізації. Сучасні інформаційні технології та інноваційні методики навчання у професійній підготовці. Вінниця, 2000. С. 29–32.

¹⁰ Shale D. Toward a reconceptualization of distance education. *The American Journal of Distance Education*. 2008. Vol. 2, № 3. P. 25–35.

¹¹ Keegan D. J. *Foundations of distance education*. 3rd rev. ed. London ; New York : Routledge, 1996.

Furthermore, D. Keegan emphasizes additional characteristics of distance education, notably the extensive use of technical tools compared to traditional learning, as well as a high level of individualization in the educational process¹².

In DL, as researchers note, the intensity of information exchange between spatially separated subjects can be sharply increased and brought as close as possible to the form of direct communication through modern telecommunication tools. According to the researcher¹³, online learning, as a type of synchronous distance education, largely emulates the methods and techniques of traditional face-to-face instruction, yet it possesses its own distinctions and advantages. Among the latter, the researcher highlights the convenience of displaying presentations and video materials, as well as the possibility of conducting online testing.

The key didactic functions of online lessons include developmental, cognitive, training, communicative, and diagnostic functions. The developmental function, according to the author, consists not only of forming language skills (specifically lexical ones) but also of promoting the development of important cognitive processes: perception, logical thinking, memory, and imagination.

Cognitive Function. To present educational material and expand students' cognitive abilities, video resources from the YouTube platform are widely utilized, specifically materials from the Bob the Canadian channel (<https://www.youtube.com/channel/UCZJJTxA36ZPNTJ1WFIByaeA>). The author of this channel, a teacher from Canada, presents materials on relevant topics in an accessible and engaging form for students, much of which aligns with the curriculum content. Another actively used resource is the Oxford Online English channel (<https://www.youtube.com/user/oxfordonlineenglish>) (<https://www.youtube.com/user/oxfordonlineenglish>), where topics are discussed in a conversational format, and new lexical material is introduced and explained.

Since the duration of most videos exceeds the time allocated for classroom demonstration, or when there is a need to combine several video fragments on a single theme, it is advisable to use VideoPad software. This allows for the trimming and editing of video materials to suit the specific needs of the lesson.

Training Function. To form and reinforce acquired knowledge and skills, interactive online resources are employed, notably the Quizlet.com platform. It

¹² Keegan D. J. On defining distance education. *Distance Education*. 1980. Vol. 1, № 1. P. 13–26.

¹³ Лінгводидактичні засади навчання іноземної мови учнів старших класів загально-освітніх навчальних закладів / В. Г. Редько [та ін.]. Київ : Педагогічна думка, 2013.

provides the opportunity to create individual sets of flashcards organized by thematic blocks. Sets have been developed for topics such as «Adjectives», «Easter», «Transport», «Money», and «Health» (<https://quizlet.com/531414335/transport-adjectives-flash-cards/>). While students are introduced to the cards directly during the lesson, they have permanent access to the material via links, allowing them to review and master vocabulary at their convenience. Each card contains a word in English, its Ukrainian translation, and a corresponding image, which is particularly beneficial for students with a visual learning style.

The article deals with the explore the didactic potential of computer telecommunication networks (CTNs). We define didactic potential as those properties and functions that hold pedagogical value. Let us first consider the didactic properties of CTNs. According to researchers, the didactic properties of a particular teaching aid are understood as the fundamental characteristics and features of that aid that distinguish it from others and are essential for didactics in terms of both theory and practice.

The integration of computer telecommunications into the educational process helps solve the challenges of distance learning (DL), particularly by providing its technological foundation. This is due to the fact that computer telecommunications possess unique didactic properties, such as:

the ability to promptly transmit information of any volume and type (visual and audio, text and graphics, static and dynamic) over any distance;

The capacity for interactivity and real-time feedback;

Access to diverse information sources via the Internet;

The opportunity to communicate with any partner, which is vital for organizing pair or group work in English language learning through computer telecommunication systems (CTS);

The possibility of creating an authentic language environment through telecommunication contacts with native speakers. Through computer telecommunication networks, students can obtain any printed materials, charts, tables, newspapers, and magazines from anywhere in the world.

Analyzing the services provided by the global Internet from a pedagogical perspective reveals that they can all be successfully used for school education. These services include email (written communication), teleconferencing (oral contact communication), electronic libraries, search services, electronic bulletin boards, and IRC (Internet Relay Chat) for real-time negotiations, among others. We shall briefly highlight their core pedagogical value.

Email (e-mail). Through email, students as users of Internet services can communicate while being within the same institution or in different parts of the world. Each user has a personal email address to which messages arrive.

They can read them at any time convenient for them. Electronic messages can include not only text and graphic content, but also audio and video fragments. The convenience of email lies mainly in its speed, ease of use, reliability, and anonymity. The sender always knows exactly where the message is. During distance learning (DL), a teacher can send various didactic materials, individual assignments, instructions to a student or group of students, monitor their completion, provide corrections and consultations on various issues in both synchronous (real-time) and asynchronous (delayed) modes.

Electronic conference. Its structure incorporates the users need for dialogue, which educators have adopted for prospective use in the learning process, especially in the humanities. The psychologically significant model of a «conversation partner» motivates participants to actively discuss the topic. Electronic conferences are divided into those conducted in real time (online) and those with delayed access to conference materials (offline). Organizing such conferences is an excellent opportunity to conduct group sessions – discussions, both oral and written, thereby forming and reinforcing communication skills.

IRC (Internet Relay Chat) – a means of real-time negotiation, enabling direct dialogue with other users. The didactic value of this technology is undeniable and promises ever-new prospects in education. For students, organizing dialogues and direct communication with peers from other countries opens borders, provides tremendous opportunities for engagement with world culture, broadening horizons, intellectual development, and immersion in a foreign-language environment and culture.

Undoubtedly, in the near future, rapid development of telecommunication networks is expected, along with the further enhancement of their didactic properties. Even the most general analysis of the technical capabilities of telecommunication networks shows that the didactic properties of computer telecommunications for the purposes of DL are related to the ability to carry out active communicative activity of students based on telecommunication communication – both with the teacher and with one another. Such capabilities of computer telecommunications are especially relevant for teaching disciplines whose main content is the teaching of communicative activity, where communication itself is both the subject and the means of learning – in particular, the English language¹⁴.

Therefore, distance learning of English using email technology for those groups of students who feel an urgent need to deepen and expand their existing language knowledge, and for whom many library information resources, modern materials for exam preparation are inaccessible, appears to us at this stage to be the most interesting.

¹⁴ Лозова В. І. Теоретичні основи виховання і навчання. Харків : ОВС, 2002.

Thus, from the analysis of the properties of computer telecommunication tools, it can be concluded that they generally support the learning process by providing:

- lesson-based learning materials;
- feedback between teacher and student;
- access to domestic and foreign information and reference systems;
- access to virtual electronic libraries;
- access to information resources of domestic and foreign electronic newspapers and magazines.

The carriers of educational information accessible through telecommunications are typically electronic didactic materials (electronic textbooks, reference books, dictionaries, study guides, educational programs on CD-ROMs) and people themselves (teachers as curators, communication partners in networks). On the global Internet today, one can find a large number of diverse courses designed for teaching people of different age groups in various fields. A significant number of the offered courses are oriented toward self-education, but interactive courses already exist – those that involve interaction with the course instructor and provide feedback. Electronic subject-specific reference materials for school curricula are appearing, placed on servers by course developers. Since modern computer telecommunication means provide their users with unique opportunities to use network databases and information retrieval systems, library catalogs, and file servers, they enable teachers and students to access global information resources and organize learning activities (both in class and outside of class time) at a qualitatively new, higher, and more effective level.

This brief analysis of didactic functions is undoubtedly general and applicable to many fields of knowledge; therefore, we consider it appropriate to highlight those specific functions of telecommunications that pertain to the goals of distance learning (DL) in the lexical and grammatical aspects of a foreign language. As is well known, the unique feature of the subject foreign language is not so much linguistic competence itself as the development of specific skills and abilities in various types of speech activity based on knowledge of the method of activity – that is, communicative competence, which necessitates interpersonal interaction. An indispensable component of the learning process in general is feedback, meaning dialogue between the teacher and the student, or communication. In the process of distance language learning, the possibility of telecommunication-based interaction within computer networks acquires particular significance. This communication is present during the training of all types of speech activity – speaking, writing, reading, and listening – and at all fundamental stages of working specifically with language material: the

stages of introduction, reinforcement, and usage in the reproduction of one's own utterances. At the same time, expanding students' vocabulary and enriching it with modern lexis is of substantial importance, directly depending on the activity of communication partners and the frequency and quality of contacts. However, while acknowledging the immense didactic potential of computer telecommunication networks (CTNs) for DL purposes, one should always remember that if a learning task can be implemented using simpler technologies, preference should be given to them. To some extent, this may also be related to a series of limitations dictated by the technical capabilities of telecommunication tools¹⁵.

The technology of presenting educational information in electronic form and, most importantly, the organization of searching for and accessing this information, allows for the effective resolution of specific didactic tasks in English language teaching. It is well known that to learn any foreign language, an individual must possess a vast amount of information. Foreign language learners are usually limited in time and are therefore forced to seek other ways to obtain and assimilate the necessary information as quickly as possible. They particularly require large repositories of didactic and reference information that can be used easily and effectively. Typically, various printed teaching aids – dictionaries, grammar guides, and textbooks – fulfill the role of such repositories. Today, there are many high-quality aids designed for both traditional classroom work and independent study at home. However, to use them, one must at least have them at hand, which is not always possible, and also have sufficient time to search for the required information. Occasionally, an answer to a specific question might not be found because it is absent from a particular printed aid. For example, one might unsuccessfully search a dictionary for an unfamiliar word used in a text in a non-root form. The virtually unlimited capacity of electronic information storage, combined with simple and effective technologies for organizing and searching for information (such as hypertext), allows for the accumulation of vast volumes of lexical, grammatical, orthographic, and even audio information in the target language, fully resolving the aforementioned issues.

It should be noted that, unfortunately, many modern educational aids – both domestic and foreign – prepared by educators with high quality and timeliness for exam and test preparation, remain inaccessible to many rural students for several reasons (insufficient financial resources, absence from library collections or specialized stores, practical unawareness of new releases, etc.). Consequently, the teaching aids used to model distance foreign language learning undergo significant changes. These changes primarily concern the

¹⁵ Шемшур В. М., Безпоясний Б. С. Використання пошукової технології для посилення пізнавальної діяльності учнів. Черкаси : ЧОППЮ, 2016.

presentation of educational and informational materials, the organization of teacher and student activities, and their interaction. These are addressed through the use of problem-based, research, and inquiry methods, creative tasks, and contacting partners for answers via e-mail. It is also possible to organize discussions and the exchange of opinions and information with any other partners via the Internet. The use of new information technologies in the DL process is widely recognized to facilitate the transformation of teaching aids from determining factors into stimulating ones, which, in turn, allows them to be viewed and utilized as stimuli for the creative activity of both teacher and students¹⁶.

Thus, based on the conducted analysis of distance learning (DL) processes, we conclude that a more modern approach to its organization is necessary. These new approaches entail not only traditional explanation, demonstration, and control but also systematic consultation and communication; the collection, analysis, systematization, and generalization of required information; and a high degree of student independence and goal-orientedness in searching for information. In this context, the primary activities of both teacher and students should be directed toward training for independent information retrieval. In view of the above, it can also be asserted that the use of telecommunications for the purpose of distance foreign language learning within the traditional practice of the modern school requires the development of an entirely new learning model, a new organization and structure of educational material, a change in student activity strategies, and a revision of the roles and relationships between teacher and students, taking into account all the capabilities and specifics of computer telecommunication networks.

2. Methodological Features of Teaching Language Material for a Distance Learning Course for Senior High School Students

The complexity of the problem of selecting and organizing language material for the senior stage lies in the fact that students must fill their gaps and develop high-quality language skills and abilities through network communication within just 1–2 years. It must be taken into account that students in a distance learning class have varying levels of language proficiency and individual characteristics. Furthermore, it should be noted that the lexical and grammatical material typically presented in textbooks is often insufficient for high-quality preparation for the Unified Entrance Exam (UEE). Therefore, in the traditional educational process, there is always a need for additional language material.

Educational computer programs (ECPs) are considered a component of applying multimedia technologies in the educational process. Typical ECPs

¹⁶ Методика викладання англійської мови. Умань : ФОП Жовтий О.О., 2016.

include software-methodological complexes, electronic learning courses and manuals, electronic atlases, knowledge bases, encyclopedias, and other similar products used directly in teaching. All these products are united by the possibility of their direct application during the educational process. It should be noted that this list is constantly being supplemented and updated.

Researchers propose various approaches to the classification of ECPs. In particular, Yevhen Mashbyts distinguishes five main types of ECPs: training, tutoring, problem-learning, simulation-modeling, and game-based. In contrast, Zoia Savchenko, analyzing electronic learning tools for biology, identifies six categories: educational, trainer programs, simulation-modeling, diagnostic (monitoring), instrumental, and integrated¹⁷. According to another classification concept, educational computer programs can be divided into three main categories. The first includes authoring programs, which are pre-prepared templates that allow the teacher to create educational content independently. The second category consists of specialized educational programs developed as supplements to textbooks or as independent educational-methodological complexes. The third group comprises game-based educational programs oriented primarily toward a children's audience and aimed at combining educational and entertainment functions¹⁸.

At the senior stage, there is more active interaction among all types of speech activity. The weight of working with text significantly increases; the text serves not only as a source of information but also as a model for developing and improving written and oral speech skills. At the senior stage, students must construct their own utterances based on the text independently and with sufficient argumentation. Conditions are created for the transition of lexical units from passive to active vocabulary. By the end of the 11th grade, the receptive vocabulary should reach 2,400–2,500 lexical units, with 950 units intended for productive mastery.

It should be noted that in the domestic methodology of teaching English, great attention has always been paid to the lexical aspect alongside English grammar, both in terms of psychology and methodology. Teachers have been concerned with many issues regarding the lexical and grammatical sides of learning English as separate language aspects, as well as their interconnected teaching – for example, problems of monitoring lexical and grammatical skills, teaching dictionary work, selecting exercises and materials, organizing repetition, and dosing the number of lexical units per lesson. Of all the main

¹⁷ Савченко З. В. Application of multimedia tools in biology lessons in general secondary schools. *Information Technologies and Learning Tools*. 2007. Vol. 3, № 4. URL: <http://www.ime.edu-ua.net/em4/emg.html> (дата звернення: 26.01.2026).

¹⁸ Мархева О. Є. Ways to form foreign language communicative and professional competence of future foreign language teachers by means of information technologies. *Information Technologies and Learning Tools*. 2009. Vol. 4, № 12.

aspects of the English language that must be practically mastered by students, lexis and grammar are undoubtedly the most important, as it is impossible to master a language without a vocabulary and knowledge of its grammatical structure.

Speech activity (speaking, reading, writing, and listening) is based on the formation of language skills; therefore, they play a crucial role in ensuring effective communication training. It can be said that the level of communicative competence directly depends on the quality of mastering the lexical and grammatical aspects.

Lexical and grammatical units of language are the essential building blocks through which foreign language communication is carried out; thus, language material constitutes one of the core components of the content of English teaching. To define the content of training in a distance learning course, it is first necessary to identify the main factors that determine and directly influence the choice of foreign language teaching content in general. These include the goals of English teaching at this stage, the learning conditions, and the general concept of education. Learning is always carried out on the basis of specific content.

The problem of English teaching content in methodology is considered within the framework of the communicative-activity approach. Regarding the definition of teaching content, there are no unanimous opinions; every methodologist defines it differently. For instance, components of teaching content include:

language and speech material of various levels of organization, rules for its formation and operation, and elements of linguistic experience and ‘language culture’;

Subject content transmitted via these units within a topic and concerning communication situations; objective and mental actions with foreign language material upon which knowledge, skills, and abilities are formed in the vein of the main types of speech activity. The latter act as methods of communication activity and tools for cognitive activity.

We wish to note that the content of teaching includes the following main components: spheres of communicative activity, topics, situations, and programs for their development, language actions, and language material (texts, language clichés, etc.), and communicative and social roles;

Language material, rules for its formation, and operational skills;

A complex of special (language) skills characterizing the level of practical mastery of English as a means of communication;

A system of knowledge regarding the national-cultural characteristics and realities of the country of the target language, a minimum of etiquette-

usual speech forms, and the ability to use them in various spheres of verbal communication;

Learning and compensatory skills, and rational techniques for mental labor that ensure a culture of language acquisition in educational conditions and a culture of communication with its native speakers¹⁹.

Specifically, at the stage of selecting specific language material, the following steps are identified:

1. Identifying the most significant topics from the perspective of their practical, educational, and developmental value, based on an analysis of the potential spheres of the applicant's future foreign language activity.

2. Selecting vocabulary and typical phrases (sentence patterns) that correlate with these topics and are intended for active mastery.

3. Selecting information on grammar, phonetics, and word formation for active mastery.

4. Selecting reading and listening texts that correspond to the given topics and contain lexical, grammatical, and other linguistic phenomena for active mastery.

5. Identifying a certain number of the most common linguistic phenomena within the selected texts for receptive mastery.

6. Identifying incidental language material in the texts that is accessible to the students' understanding.

7. Identifying words and phrases in the texts necessary for comprehending the read material.

8. Eliminating other linguistic phenomena from the texts through paraphrasing or shortening.

Thus, in the methodology of teaching English, the problem of selecting language material to ensure the development of students' speech skills and abilities remains highly relevant. It is clear that the selected language material must be manageable for students within the school's designated hour grid, correspond to their interests, and address general educational and developmental tasks.

When selecting content for a distance learning (DL) course, one must be guided by general selection principles based on scientific research in the field of foreign language teaching methodology.

The modern educational environment is defined as computer-oriented, as this term covers all aspects of using computer technology in the learning

¹⁹ Шишкіна М. П. Тенденції розвитку та використання інформаційних технологій у контексті формування освітнього середовища. *Information Technologies and Learning Tools*. 2006. № 1.

process²⁰. Scholars emphasize that the key areas for applying computer technology during foreign language classes currently involve utilizing the multimedia capabilities of computer labs and the educational resources of the Internet. A distinct direction is Computer-Assisted Language Learning (CALL)²¹ which is interpreted as an approach to teaching foreign languages where the computer serves as an auxiliary tool for presenting and evaluating educational material. Research findings indicate that the functional capabilities of the computer in language learning are constantly expanding. Alongside transmitting educational information, they are used to create an interactive environment that ensures a natural learning flow, acts as a global communication tool, and serves as an inexhaustible source of authentic materials.

Students enrolled in a DL course already possess certain linguistic and speech experience. Therefore, the possibility of using authentic materials related to specific topics of the senior-level curriculum – to ensure greater informativeness, alignment with age interests, motivation, significant vocabulary expansion, and enrichment with modern language—appears most significant and valuable in a DL course.

To achieve material authenticity in a DL course, one can utilize ready-made online lessons developed by specialists, such as those from the Reuters agency at <http://www.English-to-go.com>. This program consists of a set of lessons offered weekly. Reuters materials always feature a base article around which the lesson is built; in these texts, students can find genuinely relevant problems to discuss with partners or the teacher, use them in preparing their own utterances, and work with modern English vocabulary. On the website <http://www.englishpractice.com/>, one can also find weekly lessons categorized by topic or level, as well as audio lessons. Students may also be referred to other foreign servers where they can easily find supplementary material. For example: <http://www.foreign-languages.com> (e-mail: support@englishclub.net). The homepages of <http://www.guardian.co.uk/> and <http://www.sunday-times.co.uk/> offer articles from British newspapers updated by the minute; here, one can also find a forum system where students can discuss the latest world events. For more advanced students, the site [<http://www.promo.net/pg/>]

²⁰ Шишкіна М. П. Тенденції розвитку та використання інформаційних технологій у контексті формування освітнього середовища Інформаційні технології і засоби навчання. Вип. 1. 2006р.

²¹ Spodark E. Pedagogical applications for the single computer teaching station: A case study in French language instruction. Computer Assisted Language Learning. 2000. Vol. 13, № 3. P. 291–295.

(<http://www.promo.net/pg/>) offers an extensive library of 18th, 19th, and early 20th-century English literature. Additionally, the magazine for English learners (<http://www.linguarama.com/ps/index.html>) (<http://www.linguarama.com/ps/index.html>) provides interesting educational information and is available for download.

Organizing correspondence with English-speaking peers is highly valuable from the perspective of material authenticity. The authentic materials provided by the Internet (linguistic, country-specific, and cultural) can become an invaluable aid for the teacher, providing a foundation for active interaction among communication partners in discussions and various types of projects.

On large-scale websites such as [<http://english-zone.com/>] (<http://english-zone.com/>) and [<http://ilc2.doshisha.ac.jp/users/kkitao/class/material/quiz/>] (<https://www.google.com/search?q=http://ilc2.doshisha.ac.jp/users/kkitao/class/material/quiz/>), students can work with a wide variety of exercises both online and offline, finding grammar and vocabulary tasks, TOEFL preparation materials, as well as country studies and history tests. A large number of constantly updated grammatical and lexical exercises can also be effectively utilized on these platforms. Online testing on websites such as [<http://www.eciaspect.com/locations/test.html>] (<https://www.google.com/search?q=http://www.eciaspect.com/locations/test.html>) and [<http://www.english-forum.com/>] (<http://www.english-forum.com/>) holds a special place in this process.

Consequently, the teacher can turn to specially prepared online programs to find materials for teaching various types of speech activity and linguistic aspects, complete with methodologies for their implementation, or independently select specific materials that can be easily adapted to the specific learning objectives of a particular student group.

Thus, by purposefully selecting and presenting language material in tests and assignments, it is possible, firstly, to cover virtually the entire scope of learning tasks required during the initial stage of student training in mastering English vocabulary and grammar, and secondly, to ensure their resolution in accordance with existing recommendations that match the nature of language skill formation. The use of test tasks can function as preparatory exercises and is promising from the standpoint of organizing more high-quality and comprehensive training for each student. In the process of distance learning (DL) for senior high school students, we utilized monitoring based on tests published in domestic and foreign literature, as well as our own testing materials.

Therefore, the aforementioned approaches to the selection and organization of language material for DL are identified with consideration of

the leading principle of English language teaching – the communicative one. The next issue is the structuring of subject content, which in DL is expressed through the modular presentation of educational materials.

American scholar T. Murphy identified key characteristics of the online educational environment: ‘Interactivity, multimedia, system openness, online search, independence from time, distance, and devices, global accessibility, electronic editions, multiple expertise, learning control, convenience, independence, ease of use, online support, authenticity, course security, a friendly environment, absence of discrimination, affordable cost, ease of work during course mastery, collaborative learning, online assessment, etc.’²².

In the field of education, the choice of an online learning environment is extremely important. Working in such an environment requires the teacher to fulfill many different roles:

Curriculum Developer:the educator designs the program so that learning tasks, necessary resources, and timing facilitate the achievement of expected outcomes defined at the outset.

Presenter: presentation is a one-way process of information transfer from the educator to the audience, supported by visual materials.

Facilitator:unlike the presenter, the facilitator organizes a process that helps students assimilate knowledge and encourages the expression of different opinions and viewpoints within the group.

Mentor: helps students apply acquired knowledge in practice and encourages reflective activity.

Manager: implements changes in the educational process and provides necessary resources.

Change Agent: promotes constant analysis and reflection.

Distance education in the USA is highly popular among students and their parents. Distance learning services are provided by both public and non-governmental educational organizations, with the latter typically being fee-based. Let us consider the operating principles of some of these. The public online school (virtual school) iQ Academies is free and operates in four states: California, Kansas, Minnesota, and Washington [iQ Academy. URL: <http://iqacademy.com/>].

As noted in the previous section, the primary and specific feature of organizing the distance learning process is the nature of the interaction between the teacher and students: telecommunication-based communication. Moreover, this interaction consists of the exchange of text messages in both synchronous and asynchronous modes. Such interaction, as already

²² Murphy T. H. An evaluation of a distance education course design for general soils. *Journal of Agricultural Education*. 2000. Vol. 41. P. 103–113.

mentioned, requires specific organization. In DL, the student plays a more active role, acting independently as an interpreter of knowledge. Foreign methodologists define this shift in the teacher's function as follows: «Rather than being the sage on the stage», the instructor becomes «the guide on the side» (Rogers, 2000)²³. That is, the teacher is more of a coordinator and consultant who directs the entire learning process.

We propose a general model of distance learning (DL), which can be represented as a series of successive stages, each consisting of several structural components. We believe that each stage reflects the core activities of the teacher, a team of educators, and technical specialists aimed at achieving educational efficiency. It should be noted that the proposed DL model can be supplemented and transformed by introducing new structural elements.

At the first stage, technical preparatory work is carried out, involving coordinated actions between the teacher and specialists to connect to the Internet and set up e-mail communication. A DL network is established, linking the base school with schools in the district/micro-district or city, as well as with individual students. The educational technologies to be used in the DL process are determined.

At the second stage, priority is given to searching for appropriate teaching content and selecting educational materials, which must undergo experimental testing for further use with a larger group of students. The teacher's task is facilitated by involving educators who have undergone prior training. The selection of adequate methodological techniques and teaching aids at this stage plays a vital role in the effectiveness of the entire course.

The third stage is the actual instruction, followed by the creation of a system for monitoring and evaluating DL. Upon completion of the experimental training, feedback is collected from students. Thus, this model is subject to modification. We have attempted to present the static base components of the model that were verified during the experimental part of our study.

Lets consider the third stage in more detail. During the actual instruction phase, special attention should be paid to the selection of the study group. Selection criteria can vary, but generally, they should encompass the students' learning skills. The most encouraged personal qualities include self-organization, which includes effective time management; a predisposition for independent work; information literacy (searching, selecting, and processing information); psychological readiness for non-standard situations; learnability and cognitive activity; and the ability to

²³ Rogers D. L. A paradigm shift: Technology integration for higher education in the new millennium. *Educational Technology Review*. 2000. Vol. 13. P. 19–27.

work with network information resources and telecommunication tools. These qualities are part of the general learning skills of a distance learning student. Therefore, it is recommended to involve senior high school students who have stable Internet access.

After the group is formed, the teacher begins the instruction itself. It starts by sending out the first module, which begins with a general list of students and their respective e-mail addresses.

To ensure the teacher can correctly organize the entire learning process, it is assumed that they possess the relevant competence. This competence implies that the teacher should: understand the structure and functioning of telecommunication networks;

Know the fundamentals of working with modern network information resources;

Understand the methodological principles of organizing teacher-student interaction online and possess organizational skills;

Know the basic rules of netiquette (telecommunication etiquette);

Be proficient in using e-mail and teleconferencing tools;

Be able to select and process information received via the network;

Be skilled in network navigation and information retrieval;

Be able to prepare information for transmission using text and graphic editors;

Be able to organize, develop, and implement telecommunication-based educational projects.

Sources of additional educational materials include information from free-access Internet resources. During the DL course, students perform the following types of tasks: 1. Independent work on lessons – educational elements of modules containing core learning materials;

2. Independent work with supplementary educational materials;

3. Communication with peers and the teacher via e-mail for monitoring and correcting learning progress.

The organization of the core educational material follows a modular structure, which was detailed in the previous section. A module consists of a series of educational elements, including a «rule-lesson» on a specific topic and corresponding control tasks. Modules are united by a common theme, though their content and structure may differ.

Student work is organized in stages—from module to module, and from one educational element to another. A specific timeframe is allocated for the completion of each module. Completed test tasks are sent either to the teacher via e-mail or to a peer partner; for some elements, self-checking is implemented. At the end of each module, an intermediate test is required, which must be sent to the teacher-tutor. The results of each student's work

are analyzed by the teacher, who decides whether the student may proceed to the next module. Upon receiving an educational element via e-mail, the student saves it to their computer and works with the lesson in offline mode.

Telecommunication-based interaction between the teacher and students is carried out via e-mail and includes: the teacher sending methodological and organizational recommendations, assignments for work with supplementary materials, and answers to emerging questions;

The student sending the teacher questions regarding the organization and methodology of the training;

Mutual correspondence including advice, encouragement, feedback, recommendations, consultations, and wishes for success.

CONCLUSIONS

Thus, the organization of communication among distance learning participants via e-mail is an effective means of motivating students' cognitive activity and their speech development. This activity is significantly enhanced by the guiding and coordinating actions of the teacher throughout the stages of distance learning, their professional competence, and the dominant role of the student in the learning process.

The advantage of distance learning compared to correspondence education lies in the interactivity of teacher-student interaction. In the absence of high-quality feedback, the effectiveness of the educational process decreases significantly.

The organization of distance learning is based on the use of a specialized subject curriculum, as well as primary and supplementary literature. The program includes tasks for self-assessment and thematic control, along with various supporting materials. Within it, the student can find methodological recommendations and concise reference notes. If questions arise during the learning process, the student has the opportunity to contact the teacher via e-mail or telephone.

The most significant advantage of distance education is its flexibility: the student can independently determine the time and intensity of their studies while remaining in constant contact with the teacher.

At the same time, one of the most problematic aspects of distance learning is the quality of educational materials. Developing them requires significantly more of the teacher's time. A high level of methodological support is a key advantage of distance learning, as it attracts students to the programs. It is not enough to simply provide an electronic outline; this is clearly insufficient. Control tasks should include links, hints, and guidelines to help find answers to complex questions. All materials must be designed

for ease of perception and to facilitate the process of independent knowledge acquisition.

In modern conditions of limited mobility, the implementation of distance learning is one of the leading directions in educational development, ensuring access to knowledge for all students without exception. By integrating elements of distance education into their pedagogical practice, the teacher aims to teach the child how to live in an information society and effectively use the opportunities provided by the modern world.

When selecting linguistic and speech material for a distance English language learning course, the following basic principles must be considered: the authenticity of the proposed materials; their relevance and alignment with students' life interests and experience; communicative value; consistency with standards and curriculum requirements; and the minimization of the volume of language material.

The course for senior students should include tasks from those sections that cause the greatest difficulty in mastery and are necessary for exam preparation. Furthermore, the educational process should orient students toward independent information searching and processing. Test tasks for monitoring must possess discriminatory power and be valid, clearly defined, unambiguous, and reliable.

The selection of language material should be carried out from the perspective of the communicative approach, taking into account not only the language system but also the communication system and the primary activities in which students are involved. The selection of lexical and grammatical material should consider the frequency of use of lexical and grammatical units during the act of communication.

The most effective approach to organizing distance learning is the modular approach, as it ensures that knowledge can be mastered in a form convenient for students, allows for systematic monitoring by the teacher, and facilitates mutual and self-control.

The model of distance foreign language learning is a complex, multi-component process involving the cooperation of many specialists: teachers and methodologists to ensure organizational and content components, and technical specialists for technical support. This study has shown that specific principles inherent in distance learning are realized: interactivity, reliance on modern educational information, individualization, differentiation, activation of learning activity, alternativeness, and the provision of openness, flexibility, and modularity in education.

SUMMARY

The article analyzes the didactic capabilities and methodological features of distance learning (DL) for English in general secondary education institutions. The study highlights that the transition to distance formats, triggered by the COVID-19 pandemic and martial law in Ukraine, necessitated a fundamental revision of traditional pedagogical approaches. The author explores the potential of computer telecommunication networks, specifically focusing on their ability to create an authentic language environment through tools such as e-mail, online conferences, and interactive platforms (YouTube, Quizlet, VideoPad).

The research identifies the changing roles of the teacher – from a traditional «sage on the stage» to a «guide on the side» – acting as a facilitator, mentor, and curriculum developer. Special attention is paid to the modular organization of educational content and the selection of language material for senior students based on the principles of authenticity, communicative value, and mastery of both receptive and productive vocabulary. The author proposes a three-stage model for organizing DL, which includes technical preparation, content selection with experimental testing, and the actual instructional process with systematic monitoring and feedback.

The findings conclude that the effectiveness of distance English language learning depends on the interactivity of teacher-student interaction, a high level of methodological support, and the development of students' self-organization skills. The study emphasizes that the modular approach combined with authentic network resources ensures flexibility and accessibility, making distance education a leading direction in the modern information society.

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