The main aspects of teaching in the context of the development of the educational environment and culture at universities

Os principais aspectos do ensino no contexto do desenvolvimento do ambiente e da cultura educacional nas universidades

Los principales aspectos de la docencia en el contexto del desarrollo del ambiente educativo y la cultura en las universidades

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ABSTRACT
The main purpose of the article is to study the main aspects of teaching in the context of the development of the educational environment and culture at universities. At all times and in all cultural traditions, there was a special respect for the teacher. After all, a teacher is not only a carrier and distributor of knowledge, but also an educator of value and moral guidelines in a person's life. Thus, it can be said that a teacher/educator/ is a kind of "educator of the soul" of a person. With this in mind, it is the role of the teacher that is key in the process of organizing the educational environment and culture at the university. For this, general theoretical and specific methods of theoretical research of the most advanced literary sources were used. In addition, a survey was conducted among students of a higher educational institution about the role a teacher plays in the process of organizing the educational environment and culture at the university. As a result of the study, the main aspects of teaching in the context of the development of the educational environment and culture at universities were analyzed and systematized.
Keywords: Educational environment and culture. Future specialists. Information and communication technologies. Online learning. Pedagogy.

RESUMO

O objetivo principal do artigo é estudar os principais aspectos do ensino no contexto do desenvolvimento do ambiente e da cultura educacional nas universidades. Em todos os tempos e em todas as tradições culturais, havia um respeito especial pelo professor. Afinal, um professor não é apenas um portador e distribuidor de conhecimento, mas também um educador de valores e diretrizes morais na vida de uma pessoa. Assim, pode-se dizer que um professor/educador/ é uma espécie de "educador da alma" de uma pessoa. Com isso em mente, é o papel do professor que é fundamental no processo de organização do ambiente educacional e da cultura na universidade. Para isso, foram utilizados métodos teóricos gerais e específicos de pesquisa teórica das fontes literárias mais avançadas. Além disso, foi realizada uma pesquisa com alunos de uma instituição de ensino superior sobre o papel do professor no processo de organização do ambiente educacional e da cultura na universidade. Como resultado do estudo, foram analisados e sistematizados os principais aspectos da docência no contexto do desenvolvimento do ambiente e da cultura educacional nas universidades.

Palavras-chave: Ambiente educacional e cultura. Aprendizagem online. Futuros especialistas. Pedagogia. Tecnologias de informação e comunicação.

RESUMEN

El objetivo principal del artículo es estudiar los principales aspectos de la docencia en el contexto del desarrollo del entorno y la cultura educativa en las universidades. En todo momento y en todas las tradiciones culturales, hubo un respeto especial por el maestro. Después de todo, un maestro no es solo un portador y distribuidor de conocimiento, sino también un educador de valores y pautas morales en la vida de una persona. Así, se puede decir que un maestro/educador/ es una especie de "educador del alma" de una persona. En este sentido, el papel del docente es clave en el proceso de organización del entorno y la cultura educativa en la universidad. Para ello se utilizaron métodos teóricos generales y específicos de investigación teórica de las fuentes literarias más avanzadas. Además, se realizó una encuesta entre estudiantes de una institución de educación superior sobre el papel que juega un docente en el proceso de organización del ambiente y la cultura educativa en la universidad. Como resultado del estudio se analizaron y sistematizaron los principales aspectos de la docencia en el contexto del desarrollo del ambiente y la cultura educativa en las universidades.

Palabras clave: Ambiente y cultura educativa. Aprendizaje en línea. Futuros especialistas. Pedagogía. Tecnologías de la información y la comunicación.

INTRODUCTION

Humanization of the social environment is a necessary condition for human existence. The humanization of the social environment and the humanization of higher education are an interrelated process. The personality of a future specialist, a university graduate is formed in the course of his educational activities. Depending on how the student is involved in the activity, who and how helps the young person in the process of learning, a certain type of personality is formed, the degree of his upbringing. The main thing is to help a young person live in a rapidly changing world without losing faith in humanism and in himself.

There is an opinion that only a teacher of the humanities is able to bring up humanistic views, respect for the environment, love for the culture of his country, patriotism, etc. The humanities can play a significant role in shaping a new worldview among young people based on universal humanistic principles. But it is far from enough to change programs, plans, the number of hours, to write new textbooks. An important role in this process is played by the personality of the one who teaches. A functionary is not able to bring up a truly humane personality.

If a teacher sees a student as a person, not an object of learning, and accordingly builds his relationship with the student as a "subject to subject", then this will contribute to the formation of

spiritual values in a young person, to form in him respect for the rights and dignity of the individual. This is the main indicator of the degree of civilization of society and its humanization.

The main principle and criterion for the effectiveness of an educational institution of any type should be the humanization of education, which is ensured by its content and methodology of pedagogical influence. But a more significant outcome may be the recognition of the identity of the student.

Universities contribute to the formation of professional competence of future specialists as subjects of the educational environment, who live in modern conditions of globalization and are comprehensively developed, creative individuals. The development of the educational environment at universities is associated with the introduction of innovative pedagogical technologies into practice, the design of modern educational content, career guidance, an increase in the volume of independent work of students, the implementation of creative and problematic tasks, etc.

Some note that the educational environment is a psychological and pedagogical reality containing specially organized conditions for the formation of personality, as well as opportunities for its development within the social and spatial-objective environment.

We believe that the basis of the considered definitions of the concept of "educational environment" is the allocation by researchers of specific psychological and pedagogical conditions to ensure the productive activity of the individual. Thus, in the scientific literature, the definition under study is considered from different positions (Naylor, Nyanjom, 2020).

Firstly, as a natural or artificially created socio-cultural environment of an educational institution, including various types, means and content of education, with the help of which it is possible to ensure the productive activity of its subjects; secondly, as a set of material requirements in accordance with the pedagogical, ergonomic, sanitary and hygienic requirements for the educational process that are available in the social and spatial-subject environment.

In modern psychological and pedagogical literature, a large number of types of educational environment are distinguished: traditional, social, educational, informational, humanitarian, natural, creative, gaming, technological, creative, integrated, communicative, etc.

It should be noted that any typology of the educational environment is conditional, because it can combine various, sometimes quite contradictory conditions for the development of a personality. The most common is the typology of the educational environment of the outstanding Polish teacher J. Korczak (work "How to love a child"). (Cheng, Lu, Xie, Vongkulluksn, 2020)

The classification is based on the style of relations between adults and children with the aim of developing the child's personality: "dogmatic", "carefree consumption", "external gloss and career", "ideological". Abadzi (2015) defines the types of educational environments according to the following features:

- the style of interaction in the environment (competitive - cooperative, humanistic - technocratic, etc.);

- the nature of the relationship to social experience and its transmission (traditional - innovative, national - universal, etc.);

- the degree of creative activity (creative - regulated);

- the nature of interaction with the external environment (open - closed).

An analysis of modern scientific research has made it possible to propose a different typology of the environment in education according to the following criteria (Dhawan, 2020):

- pedagogical functions in the professional and personal development of a specialist (didactic, educational, intellectual development);

- the profile of the educational institution - preschool institution, school (gymnasium, lyceum), college, university, university district, regional and ethno-cultural environment;

- organizational and activity structures (environment of the department, faculty, university, institution for educational and industrial practice);

- the scale of the participants involved in the educational process (academic group, course, project group, etc.);

- structural and qualitative characteristics (based on the adaptive function, familiarization with culture, information and environmental components of the environment, etc.).

The concept of information and educational environment (IEE) or information and educational space is interpreted in the scientific literature in different ways. Here are some definitions (Geng, Law, Niu, 2019):

- a systematically organized set of information, technical and educational-methodical support, inextricably linked with a person as a subject of the educational process;

- a single information space that combines information, both on traditional and electronic media; computer-telecommunication educational and methodical complexes and technologies of interaction; a pedagogical system of a new level, which includes material and technical, financial and economic, regulatory and legal support;

- a multicomponent complex of educational resources and technologies that provide informatization and automation of educational activities of an educational institution;

- space for the implementation of personal changes in people for educational purposes based on

- use of modern information technologies;

- inseparable unity of information, means of its storage and production, methods and technologies of work that ensure the receipt of information by subjects for the purpose of education;

- an effective means of managing the informatization process;

- a set of a single database, technologies for their maintenance and use; information telecommunication systems that provide information interaction and satisfaction of the information needs of participants in the educational process (administration of the educational organization, teachers, students, parents (legal representatives), social partners), etc.

An analysis of the definitions allows us to conclude that the concept of ITS includes many aspects, involves a set of information resources and is based on the use of information and communication technologies (ICT) for educational purposes.

METHODOLOGY

The main purpose of the article is to study the main aspects of teaching in the context of the development of the educational environment and culture at universities. For this, a number of methods were applied, which form the research methodology. The study was carried out using the following theoretical methods: systems analysis and synthesis, induction and deduction, comparison, classification, generalization and systematization, idealization and abstraction. In addition, a survey was conducted among students of a higher educational institution about the role a teacher plays in the process of organizing the educational environment and culture at the university.

RESULTS AND DISCUSSION

The educational process at universities is characterized by the active use of a variety of technical, information-computing and other means, without which professional training of highly qualified personnel is currently unthinkable. However, the material base of the educational process, even the most perfect, still performs an auxiliary function.

The main, decisive link in the purposeful pedagogical process is teachers, since live contact, live communication between mentors and pupils cannot be replaced by any technical means. The

specificity of the humanities lies in the fact that one and the same fact can be evaluated in different ways.

The task of the teacher is, firstly, not to let the student "sink" in a huge array of information, secondly, to help the student look at the facts from different points of view, to form a comprehensive understanding of the phenomenon, and thirdly, together with the student to analyze this fact so that he (the student) develops his own idea and opinion, and he can defend it with arguments. In this case, personal communication between the teacher and the student plays a huge role. In addition, with this approach to the educational process, not only the professional qualities of the teacher (knowledge of the fact itself, knowledge of various points of knowledge on this fact, knowledge of classical and new literature and sources, etc.) are extremely important, but also the personal qualities of the teacher. The teacher must have certain human qualities in order to establish friendly and effective relations with the student for the educational process.

In addition, in order to determine the role of the teacher and his pedagogical activity in the process of forming the pedagogical environment and culture, we conducted a survey in one of the higher educational institutions of Ukraine in Lviv Polytechnic National University. Due to pandemic restrictions, the survey was conducted via the Internet. The questions that were asked to students concerned their subjective opinion about the role of the teacher and his pedagogical activity in the process of forming the pedagogical environment and culture at the university. It should be noted that the entire survey process was carried out in accordance with the ethical standards of scientific research. All survey participants wished to remain anonymous. All survey results will be used for scientific purposes only. The survey results are shown in figure 1.

Figure 1. The results of a survey of respondents about the role of a teacher and his pedagogical activity in the process of forming the pedagogical environment and culture at the university.
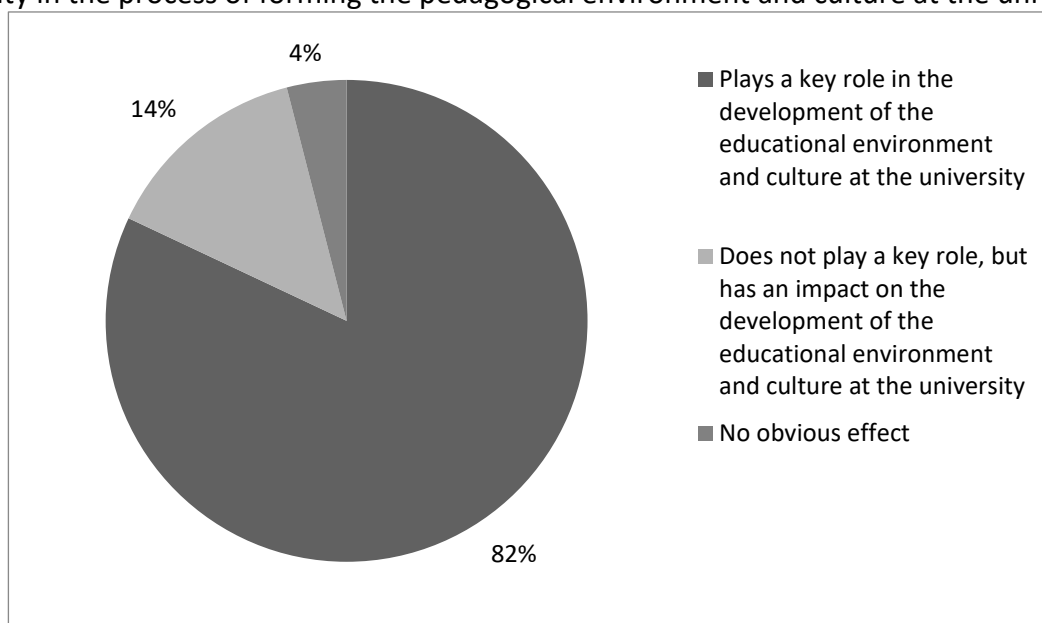
As can be seen from figure 1. the majority of respondents believe that the professional implementation of pedagogical activity and the high professionalism of the teacher plays a key role in shaping the pedagogical environment and culture at universities.

The generalization of various approaches to the research problem made it possible to develop the author's typology of the educational environment. It is based on the concept of professional training of students in higher educational institutions using competency-based and structural-functional approaches.

The proposed typology of the educational environment took into account the peculiarities of its impact on a person who receives a higher pedagogical education. At the same time, special attention was focused on determining the main functions of the phenomenon under study and ways of their practical implementation in the process of professional training of student youth. So, we propose to differentiate the main types of educational environment of the university (Table 1):

Table 1. The main types of educational environment of the university in the context of pedagogical activities of the teacher.

№	Characteristic	The main types of educational environment of the university
1	On the introduction of innovations	traditional and creative and innovative
2	By type of activity	playing, educational, professional, communicative
3	According to the characteristics of the environment	natural, social, informational and educational, virtual
4	According to the specifics of the impact on the personality	health-saving, developing, educational and reflexive

The analysis of the available studies confirms the insufficient development of the problem of the relationship between the functions of educational environments, their components and types.

At the same time, it should be noted that in the process of professional training, it is advisable to focus on the definition of the leading (main) functions of the educational environment. So, the traditional educational environment is more characterized by a pragmatic function, the implementation of which contributes to the mastery of academic professional knowledge and skills, the rational organization of daily activities, and the preparation of students for further independent life. A creative and innovative educational environment is determined by a creative and transformative function, which provides for the development of students' creative abilities, the ability to detail problems for the purpose of their further non-standard research, the creative transformation of reality by solving various professional problems, and the constant introduction of innovations into professional activities. Game, educational, professional, communicative educational environments contribute to the formation of an active professionally oriented position among students. The gaming environment usually performs a stimulating function in education (increasing interest in certain types of professional activities; programming the individual experience of the successful work of future teachers; familiarizing with self-education and self-development) (Lee, Hsiao, Ho, 2014).

The learning environment implements in practice the educational function (the assimilation of scientific knowledge, the formation of special and general educational skills and abilities), provides conditions for the intellectual development of students, arming them with methods of independent cognitive activity, which leads to completeness, logical orderliness and awareness of the knowledge gained. The professional environment contributes to the fulfillment of the adaptive function (preparation of the individual for an effective future professional activity and its adaptation to the conditions of pedagogical work).

The communicative environment involves the mastery of interpersonal communication techniques by students, the formation of tolerance, benevolence and empathy, which forms the basis of the communicative function (Foray, Raffo, 2012).

For the natural environment, the ecological and aesthetic function prevails, which manifests itself: in the formation of a conscious moral and ethical attitude towards the environment; overcoming the consumer approach to nature; readiness for systematic environmentally oriented professional activity. The socio-economic function is determined by the social environment, the

implementation of which leads to meeting the needs of society in competent teachers, creating conditions for updating, deepening professional knowledge, skills and abilities in society; harmonization of social relations. The information and educational environment provides an information function that encourages students to effectively select, store and transfer the necessary educational information, to master modern information tools and technologies.

The implementation of health-saving, developing, educational and reflexive functions of the above types of educational environments, respectively, contributes to: awareness of the value of health, adherence to the principles and rules of a healthy lifestyle, possession of an arsenal of preservation, restoration and development of health; development of attention, imagination, memory, thinking, emotions, interests, abilities of students, professionally significant personality traits; the formation of spiritual, aesthetic, ethical ideas, views, beliefs, a system of ideals, the transformation of the value orientations of modern society into personal worldview positions, the formation of moral and professional qualities; awareness of one's own abilities, adequate assessment and critical attitude towards oneself and others in professional activities, self-improvement of the teacher as a person and professional (Rapanta, Botturi, Goodyear, Gu`ardia, Koole, 2020).

It should be noted that the types of educational environment do not exist in isolation from each other. They can integrate - combine several types of local environments into one, which leads to an increase in their influence on the development of professionally significant personality traits. For example, traditional and virtual, educational and educational, creative and reflective, professional and social educational environments most often show signs of integrativity. Their effectiveness of functioning is determined by the presence of an integral system of pedagogical influence on the individual.

The educational environment of a university can be viewed as an ordered set of components of psychological and pedagogical reality. In the structure of the phenomenon under study, we highlight the material-technical, technological and subjective-social components that are consistent with the structure of the professional competence of the future teacher, namely, the motivational-value, cognitive-activity and personal-reflexive components. The material and technical component of the educational environment of a higher educational institution presupposes the existence of a certain innovative infrastructure. Each educational institution has its own material and technical potential for creating an innovative educational environment (Foray, Raffo, 2012).

The main attention in modern educational institutions is drawn to the development of the information educational environment through the introduction of information technologies in education at all its levels. The consolidation of information and educational resources in the education system, the organization of a single educational space based on the use of modern computer technologies irreversibly changes the pedagogical process, not only its content, organizational and methodological foundations, but also the value system of students in the assimilation of knowledge, skills and abilities (motivational- value component of professional competence). The modernization of educational processes is associated with the creation of an arsenal of the latest tools for the accumulation, processing and transmission of educational information through information channels. These include the creation of local and international educational networks, the conceptual introduction of open education systems, the implementation of effective models of distance learning, the development and use of modern teaching aids, electronic libraries, multimedia tools, software systems, the implementation of project activities in the educational information space, etc.

The technological component of the educational environment is associated with the technologization of the education system. It ensures the formation of the cognitive-activity component of the professional competence of future teachers. The technologization of the educational process is aimed at improving the traditional pedagogical process through the

operational application of a system of actions, or procedures that take into account modern scientific achievements and guarantee the achievement of a higher level of education. The transition, in accordance with the main provisions of the Bologna Declaration, to a credit-transfer system of education in higher education qualitatively changes the process of training teaching staff. When using innovative pedagogical technologies, individualization of learning is ensured, an objective, dynamic and systematic control of knowledge is carried out using computer testing, a large number of creative and problematic tasks are performed in the process of students' independent work.

The subject-social component of the educational environment involves the interrelated purposeful activity of a teacher and a student, focused on the development of reflection on their own activities, personal professionally significant qualities (personal-reflexive component of professional competence). The creation and management of the educational environment of a higher educational institution should be carried out in the directions of its saturation, diversification, the possibility of building an individual trajectory for the formation of each specific specialist, his self-determination and self-realization, satisfaction of educational and personal needs.

Local educational environments in higher education (educational, natural, information-educational, innovative, reflective socio-cultural) in their relationship contribute to the development of various types of competencies (subject, environmental, information technology, health-saving, creative and innovative, autopsychological, social and communicative, etc.). The educational environment of a pedagogical university becomes a factor in the formation of the professional competence of a future teacher, provided that: the content of the academic disciplines is practice-oriented; forms and methods of activity are logically justified; in relations between students and teachers, the principles of democracy and developmental education prevail; there are material and technical possibilities for organizing modern educational activities, etc. Creation of basic educational and experimental sites, holding scientific and practical seminars and conferences, joint round tables with the participation of students, teachers, school teachers and students; the organization of student scientific laboratories, pedagogical practices allows covering almost all components of the educational environment (Moorhouse, 2020; Kryshtanovych, Romanova, Koval, Lesko, Lukashevska, 2021).

Evaluation of the effectiveness of the functioning of the educational environment of a higher educational institution should be carried out taking into account various indicators and reflect the level of formation of the professional competence of its graduates.

When determining the results of the effectiveness of the educational environment, attention should be paid to (Levitt, 2018):

- satisfaction of students with the content and organization of work (the attractiveness of the educational institution and educational services, the introduction of innovative technologies, the creation of conditions for independent educational and research work, a physiologically justified mode of study and rest);

- the nature of the relationship between the participants in the educational process (cooperation on a parity basis, the appropriate socio-psychological microclimate);

- the presence of the necessary spatial and subject conditions that ensure the prestige of the educational institution (modern material and technical base, computer network systems, electronic libraries, sports facilities, recreational areas, the use of energy-saving technologies);

- maintenance of legal documentation at the proper level (electronic record keeping, including academic journals, faculty and teaching potential, the nature of management activities), etc.

Education based on the use of ICT has a number of advantages over traditional ones. First of all, we are talking about the accessibility of education for a larger circle of people, incl. for people with limited mobility and people living far from the educational institution. An indisputable

advantage is the fact that online learning takes place using Web 2.0 services, which are a free resource (Crawford et al, 2020; Kryshtanovych, Kryshtanovych, Stechkevych, Ivanytska, Huzii, 2020). Aschemann B. describes the features of online learning in an asynchronous format, i.e. in a format that does not imply simultaneous reception and transmission of information. Asynchronous online learning is focused primarily on independent study of materials, reading books and textbooks, blogs, solving tests, tasks, watching educational presentations and video lessons, listening to audio, etc. Table 2 highlights the basic benefits of online learning.

Table 2. The basic benefits of online learning.

№	The basic benefits of online learning.
1	No need to be in the right place at the right time;
2	More opportunities for cooperation;
3	The possibility of creating larger groups and more time to exchange views and experiences;
4	Possibility of internal differentiation, individual approach;
5	The ability to work at a pace convenient for oneself, to repeat the material if necessary, to choose the means of learning;
6	The opportunity to receive educational services regardless of the place of residence;
7	More open educational resources, easier access to information;
8	The possibility of choosing the parameters of training and due to this cost-effectiveness;
9	Creation of new forms of education that combine traditional education and online technologies.

Online-learning is gaining momentum in the system of higher education. It is focused on solving many problems, incl. on the active involvement of students in the scientific process when creating virtual scientific laboratories, interuniversity creative groups, holding online conferences, student scientific forums and other forms of scientific interuniversity cooperation between students.

Educational institutions have long used the possibilities of the Internet in order to optimize the educational process. 2020 has brought great changes to the organization of education at universities. In connection with the transition to distance learning necessary in the context of a pandemic, the World Wide Web has turned from an additional, auxiliary tool into the only possible means of learning. At our university, students mostly studied in such an online-learning format as webinars.

The Cambridge Dictionary defines a webinar as a one-time meeting of a group of people on the Internet to learn or discuss something. Kieberl M. L. in his work criticizes the modern understanding of the webinar. The word webinar, as you know, originates from the words Web and Seminar, which, according to the scientist, implies a traditional seminar format with active interaction of a few participants. This is criticized because in reality groups can be extremely large and interactivity is kept to a minimum. In this article, a webinar is understood to mean a lesson conducted in real time on the basis of a platform that allows you to organize audio or video conferences (Kapustina, 2021).

Webinars have gained popularity for a long time already due to the spread of such an educational concept as blended learning, which combines traditional learning with distance learning technologies. In the specialized literature, there are other names for this kind of training.

Blended learning has the potential to be implemented not only in the framework of higher education, but also in secondary general and vocational education, as well as in the organization of various additional and specialized courses, in-depth study of the discipline, elimination of knowledge gaps, qualification exams, advanced training courses, professional retraining, etc. The literature describes various forms of blended learning, depending on how traditional and online learning are combined with each other, and to what extent this form of learning can be integrated into a person's professional life (Bakanova, Javorcikova,2020).

Ebner, Schön and Käfmüller write about blended learning as about combined learning with the dominant role of Internet technologies, attaching no less importance to this format than to the usual blended learning for us, where distance and online methods are auxiliary, supportive. Scientists use the term "inverse blended learning" for this.

The activity of the teacher in the process of learning in the conditions of the IEE acquires new characteristics. Conducting classes in the form of webinars, the teacher has fewer opportunities to influence the participants with the help of their personal data, to show personal pedagogical skills. This, of course, is the advantage of face-to-face teaching. One study on online learning showed that people who took various online courses that did not involve face-to-face meetings with a teacher were more likely to not complete their learning. Since the technical means of communication cannot convey the effect of the teacher's personal charm, communicative mechanics comes to the fore (the use of communicative, perceptual and interactive methods of communication).

A webinar is an interactive form of a training session. With the help of educational tasks, problematic situations, tasks, the teacher creates the subject and social contexts of activity, which, on the one hand, increase the motivation to study the subject, and on the other hand, develop interest in future professional activities. Interactive technologies are effectively used in the aspect of the competence-based approach. This approach is laid down as a basic one in the modern Federal State Educational Standards of higher education and involves an orientation towards the formation of competencies as a result of learning. We use the term context-competency approach, emphasizing the formation of competencies in the learning process carried out in a professional context, i.e. through modeling the subject-social content of professional activity.

Summarizing the experience of organizing online learning, surveys, personal observations and analysis of scientific literature allow us to draw the following conclusions. Difficulties encountered by teachers in the process of organizing the educational process in the conditions of IEE may be associated with a lack of experience in working with students in a virtual environment. There is a need to quickly master the principles of organizing the educational process using ICT.

The weak link in conducting webinars, based on personal experience and the experience of my colleagues, is an unstable Internet connection. Students, being in the quarantine period (sometimes quite remote from cities), experience technical difficulties, such as the lack of a high-speed Internet channel, a power outage during class, or a failure of a technical device. The absence of technical problems is one of the main prerequisites for organizing effective interaction with students. A lesson in the practice of a foreign language, for example, is always conducted in a dialogue form, because the development of communication skills, and in general, readiness for intercultural communication comes to the fore. Technical capabilities often do not really allow the use of a camera in working with a group, you have to give up video communication in favor of better sound (Ertmer, Otternbreit-Leftwich, 2019).

Thus, the possibility of seeing such non-verbal means of communication as gestures, facial expressions, gaze, posture is excluded. As you know, they facilitate the communicative process, make it psychologically more comfortable. In addition, non-verbal means of communication are given great importance in the process of intercultural interaction. According to some scholars, they may in some situations be more effective than verbal means of communication. In the absence of eye contact, it is more difficult to keep students' attention. When planning and conducting webinars with students, it is important not only to be able to use modern information and communication technologies as learning tools, but also to know the techniques by which the teacher can ensure the attention of students throughout the lesson. It is difficult for students to maintain the ability to concentrate on an online lecture if it lasts more than an hour, is designed only for the perception and memorization of information, i.e. does not imply interaction with the lecturer, especially if

students cannot follow the facial expressions, gestures, movements of the teacher through the Web-camera.

The disadvantages of the webinar, some teachers refer to the lack of control. Without connecting students to a Webcam, it is difficult to assess how well they can reproduce texts or expressions from memory or answer questions on their own. On the other hand, this can also be considered as an advantage, since the function of control on the part of the teacher turns into the function of self-control of students, which, in turn, increases the responsibility of students for their educational and cognitive activities. Taking responsibility for one's own learning is one of the factors affecting the effectiveness of self-learning.

It is difficult to organize work in pairs or small groups if time is needed to prepare any joint task. There are, however, platforms, such as Zoom, that allow you to divide participants into groups, each of which will work in its own online account without interfering with other working groups. At the same time, the teacher can move from one online office to another during the discussion and preparation of students. For the presentation of the results, small groups are again combined into one common summary. But, unfortunately, not many platforms have such a function.

With some limited technical possibilities for the mass use of the Internet for educational purposes, webinar platforms have their advantages, for example (Amin, Sundari, 2020):

- the possibility of conducting classes in real time, which allows the teacher to track the reactions of students, timely identify difficult moments, monitor the involvement of students in the learning process, immediately answer questions, involve all participants in the work;

- the ability to demonstrate videos, presentations, documents;

- sharing a virtual whiteboar;

- the possibility of exchanging files between the teacher and students (eg, study assignments, written work of students);

- chat (the ability to communicate in real time orally and in writing with students or one of them, write questions, comments or additions on the topic without disturbing others);

- the ability to conduct polls and voting with the ability to display the results immediately on the screen;

- demonstration of the desktop;

- Ability to record webinars. (possibility of repetition).

The development of distance courses, including those built on videoconferences, is more laborious, requires a sufficient level of qualification and can be successful only if the psychological and pedagogical features of this form of education are taken into account.

Most scientists consider the features of the main components of distance learning: the subjects of education, the communication system between them and the environment in which the learning process unfolds. The distance learning model as a basic component provides for the transfer of information in a special information and educational environment (virtual). The specifics of the environment dramatically affect all components of learning activities: learning motivation, learning situation, monitoring and evaluation of students' learning. Psychological and didactic features of distance learning, according to the author, predetermine the organization of this form of learning, means and methods, as well as forms of control and evaluation activities.

CONCLUSION

Summing up, I would like to note that the role of the teacher in society as a whole, and in the educational process in particular, is being transformed. One thing must remain unchanged - this is the significant status of the teaching profession in society, the professionalism and high value and moral guidelines of the teacher. This can be achieved only through the joint efforts of the state as a whole and each individual teacher in particular. This is the key to the successful development of society and the prosperity of the state.

The organization of the educational process at the university in the current pandemic provides opportunities for self-realization of students, increases learning motivation, stimulates self-education, and also expands the space for teachers to show their creativity. The effectiveness of the educational process in the conditions of IEE is determined, in our opinion, by the following factors:

- technical support;
- possession of ICT competencies;
- designing the educational process in the IEE in line with the context-based competence approach;
- availability of a knowledge assessment system / knowledge control / tests / exams;
- extensive, properly structured training material;
- the possibility of interaction between course participants and with the teacher;
- personal support;
- availability of feedback.

Modern technical capabilities of many web-binary platforms make it possible to build classes in an interesting and varied way, to increase students' motivation to study the subject. However, students do not need to have a computer. It is enough to have a phone with the ability to access the Internet. When designing an educational process using ICT, the computer literacy of a teacher is important, however, first of all, it is necessary for the teacher to have a creative approach to organizing online classes, as well as knowledge of the psychological, didactic and methodological capabilities of information technologies.

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