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CHALLENGES IN USING FEEDBACK IN FOREIGN LANGUAGE TEACHING IN HIGHER EDUCATION

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Abstract. The article reveals the problem of revealing challenges in using feedback between a teacher and a student in the process of learning in higher education. In this study, feedback is considered as a very important component in teaching, as a method for error detection and correction. The functions of good feedback are defined. This study investigates students` and teachers` perceptions towards using feedback. Barriers of feedback implementation are analyzed, its aspects are characterized. It was found that in order for feedback to be effective, it is necessary to take into account such challenges as understanding of students' roles in feedback; using a written feedback as assessment; relationship between feedback and assessment; evaluation of feedback; students` engagement in the process of learning; fairness of peer assessment; feelings about giving and receiving negative feedback. Prospects for further research to be aimed at scientifically sound analysis and selection of effective techniques, methods and means of feedback at different stages of practical training, in different forms and types of work, as well as in terms of innovative learning technologies, which the teacher can use in practice.

Key words: feedback, good feedback, challenges, higher education, teaching.

Introduction.

Feedback is a part of components of teaching and learning and can therefore be seen as central to pedagogy. Most research on feedback has been focused on the recommended characteristics of feedback, such as its specificity, timing, tone, and relation to educational and career goals. Much of the existing research is based on student and teacher perceptions of whether these recommendations are followed rather than actual observed feedback. There is a set of limitations and problems which can be considered as challenges identified from studies of feedback practices in higher education.

Main text.

Feedback is understood as a technique for error detection and correction and as playing a crucial and increasingly nuanced role in learning, particularly in higher education (Carver, 2016).

Good feedback performs the following functions: clarifies what good performance is (goals, criteria, standards); facilitates the development of self-assessment and reflection; delivers high quality information to students about their learning; encourages teacher and peer dialogue around learning; encourages positive motivational beliefs and self esteem; provides opportunities to close the gap between current and desired performance; provides information to teachers that can help shape teaching (Ertmer, Richardson, Belland, Camin, Connolly, Coulthard & Lei, 2007).

Good feedback is considered very important in teaching because it has a positive influence on performance and workplace well-being, particularly when the feedback is specific to the task in terms of its quantity and quality. It is important for feedback to be positive to help improve performance because feedback is supportive and leads

to satisfaction when it is positive and when teachers are performing well, but may not be motivating if performance is inadequate or presented negatively (Hall, 2017).

Although feedback can add value to the learning process, it is not without its challenges. Foremost among these are: 1) overcoming students' anxiety about giving and receiving feedback (especially negative feedback) and 2) ensuring reliability. The ability to give meaningful feedback, which helps others think about the work they have produced, is not a naturally acquired skill. In terms of implementation, both assessors and assessees might experience initial anxiety about the process but this may be mitigated by asking students to provide positive feedback before providing negative feedback. In addition, students have a tendency to either inflate or deflate scores. Furthermore, learners may perceive the feedback they receive to be invalid, leading them to refuse to accept negative feedback as accurate (Ertmer, Richardson, Belland, Camin, Connolly, Coulthard & Lei, 2007).

The majority of feedback discussed in the research literature is written feedback on written assignments, since this is still the dominant assessment method for the vast majority of courses (Carver, 2016). Written feedback has the benefit of being a permanent record of progress that can be reviewed between the mentor and mentee and can assess progress over time. But not all written feedback is useful, and it can be non-functional if it is unclear or does not provide information that can be used to improve instruction (Hall, 2017).

However, feedback can also take many other forms. For example, it can be generated by adaptive technology, be intrinsic in the completion of a task (such as a trial and improvement task), be part of an internal reflective monologue, or be given informally through in-class discussions with peers and teachers (Carver, 2016).

Students` perspectives on feedback warrant our attention as there is evidence to show that students` perception of feedback influences the extent to which they engage with it or the extent to which they are dedicated to their learning (Mak, 2019). They might be seen to have an insatiable demand for feedback whilst at the same time displaying apparent nonchalance towards it. This is indicated that students often fail to even collect their written feedback, while written comments by teachers, even if read, can still be poorly used by students (Carver, 2016).

Barriers to knowing what good feedback is include students' misunderstanding key terms used to evaluate feedback. As a result, there is significant variety in how students and teachers evaluate feedback and their intentions when using it.

Teachers can also have differing views from other teachers on what makes for good feedback. Differences in the assumed role of teachers or students can affect whether a tutor feels a need to ensure feedback is used or whether their responsibility ends when they have given their feedback. Teachers might need to check if their students have engaged, but the teacher's responsibility typically falls short of forcing students to engage.

Understanding of students' roles in feedback is similarly problematic. As well as such differences in whose responsibility it is to ensure students engage with feedback, there are differences in what counts as engagement. Engagement can also relate to accessibility, questioning whether the teacher needs to make their feedback clearly understandable or whether student engagement should include a certain amount of

struggling and sense-making.

One of the key issues underpinning student engagement with feedback is the relationship between feedback and assessment. If feedback is not seen to have any transferability beyond an assessment, engagement will be low. The assumption that the intention of feedback is to improve assessment performance also influences how feedback is typically evaluated: using feedback well improves grades, using it poorly does not. It is worth noting that in addition to influencing the purpose of feedback, assessment can also affect the linguistic quality of feedback (Carver, 2016).

Many students express concerns about the fairness of peer assessment and students frequently voice that evaluation is a role of the teacher. Furthermore, the perceived or actual ability of both assessor and assessee appears to affect peer ratings and might have an important effect on both acceptance of peer feedback and application during subsequent performance (Strijbos, Narcis & Dunnebier, 2010).

A related concern is that students might discuss using feedback in very narrow terms as what they do when preparing for an assessment, either failing to appreciate that feedback should have a longer-term impact or else calling this by another name such as appraisal, supervision, or reflection. Even when students do engage with feedback for longer-term learning, it might be difficult for a teacher to know that they are doing this or what support they might need. Due to the often tacit nature of knowledge at this level, it can be as difficult for the student to show engagement with feedback as it is for the teachers to express themselves clearly (Carver, 2016)**.**

Summary and conclusions.

In summary, there are three main problems addressed in this thesis attempting to evaluate how well feedback supports learning. First, feedback is not clearly defined in the literature, which adds to confusion over the role of tutors and learners in feedback practice. Second, feedback is so strongly linked to assessment that it becomes difficult to research one without researching the other. Third, students can feel anxiety about giving and receiving negative feedback. Finally, even when teachers and students are clear on their expectations for each other and how they want to use feedback to support learning, it can be very difficult to give good feedback and ensure it is used effectively.

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THE ESSENCE OF DISTANCE LEARNING IN UKRAINE DURING THE COVID-19 PANDEMIC
СУТНІСТЬ ДИСТАНЦІЙНОГО НАВЧАННЯ В УКРАЇНІ ПІД ЧАС ПАНДЕМІЇ COVID-19

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Abstract. The article deals with the essence of distance learning in Ukraine during the COVID-19 pandemic. The difference between the notions "distance learning", "online learning" and "e-learning" has been explained. The types of distance learning have been described. The key advantages and disadvantages of distance learning have been considered.

Key words: distance learning, online learning, e-learning, conference classes, online courses, hybrid courses.

Анотація. У статті розглядається сутність дистанційного навчання в Україні під час пандемії COVID-19. Пояснюється різниця між поняттями «дистанційне навчання», «онлайн навчання» та «е-навчання». Описуються види дистанційного навчання. Розглядаються основні переваги та недоліки дистанційного навчання.

Ключові слова: дистанційне навчання, онлайн навчання, е-навчання, заняття-конференції, онлайн курси, гібридні курси.

Introduction.

When the COVID-19 pandemic hit the world, the focus of higher educational establishments in most countries was shifted towards distance learning. In this respect, Ukraine is no exception. It should be noted that first it was a real shock for both teaching staff and students, as no one knew exactly how to organize online classes appropriately. But nearly after 3 weeks of lockdown higher educational establishments of Ukraine adapted to new realities and a full-fledged process of distance learning was launched.

The development of education and learning technologies facilitated the appearance of new platforms for remote studying, leading to a new era of mass virtual meetings and videoconferences (e.g. Google Meet, Microsoft Teams, Zoom, etc). In addition, such online E-learning platforms as Moodle and Google Classroom contributed to the sharing of study material, holding small discussions and contacting the lecturer at any time [1].

Since distance learning has become a necessity during the COVID-19 pandemic in Ukraine, the teaching staff didn't have another way rather than to master the specific peculiarities of various platforms, software and apps to make the education process effective. Thus, Google Meet and Zoom have become the most preferential platforms applied in Ukraine.

In this paper we would focus on the essence of distance learning and consider its key advantages and disadvantages.

The main text.

It is worth noting that there is much confusion between the notions "online learning" and "distance learning". Some people consider that they have the same meanings. Actually, these notions are somewhat different. Online learning can include the use of online tools and platforms, but still being in a regular classroom setting, while distance learning, however, is remote and does not include any face-to-face interaction between student and teacher. Online learning can be used as a supplement for teachers in their courses, while distance learning replaces teachers with instruction that is pre-set on the learning platform [2].

According to Ashley Friedman, online learning encompasses any sort of knowledge acquisition process that is facilitated by the use of technological tools or that takes place in large part via the internet. At the same time, distance learning is the process of learning something remotely meaning that a student may be in one place with the teacher in another and the coursework as well as assignments are disseminated over the internet [3].

In addition, some people do not fully understand the meaning of the word "e-learning". E-learning is defined as the organization of educational activities with the use of information contained in the database and used in the implementation of educational programs that provide processing of information technical means, as well as information and telecommunication networks, providing transmission of this information, interaction of students and teaching staff [4].

As can be seen from the above mentioned, the notions "distance learning", "online learning" and "e-learning" have something in common, but at the same time they are very far apart.

There exist the following types of distance learning:
- conference classes;
- online courses;
- hybrid courses.

Conferencing is conducted exclusively through assigned lessons and assessments administered online, allowing students and teachers to meet up for class in real time. This type of distance learning assumes built-in audio and video conferencing tools, chat rooms or shared whiteboard, which allows people simultaneously to share data files, whiteboard or information through video and audio [5]. It should be noted that the students' attending conference classes and passing online exams/tests are strictly required to be conducted according to the schedule by higher educational establishments of Ukraine during COVID-19 pandemic.

Online courses are usually offered as additional classes in traditional degrees. As long as students have computers and internet access, they can learn and receive special instructions at home or somewhere else at any convenient time. At present, online courses are very popular with Ukrainian students.

Hybrid courses combine traditional classroom settings with online learning at home. This can mean that students learn individually at home and meet up for in-person instructions or lectures at certain intervals during the course. The amount of at-home learning and in-class learning varies for each hybrid course [2]. Such type of distance learning has been temporarily suspended for those higher educational

establishments of Ukraine, which are located in the "red" zone.

Although there are a lot of critics of distance learning, it undoubtedly has many advantages, especially during a pandemic period. Here are the key of them:

- limited consequences of social contact;
- saving money on transportation costs, accommodation, food, etc. for out-of-town students;
- comfortable home environment for studying;
- high interactivity level provided by Internet opportunities;
- multimedia potential of new information technologies;
- prompt information transfer and storage;
- interactive teaching with the use of specially developed methods and techniques;
- access to various information sources through the Internet;
- effectiveness of the developed methodological materials and means of their delivery.

However, there are a lot of teachers and students who advocate against distance learning since it has certain disadvantages. The mainly mentioned are the following:

- absence of face-to-face communication and interaction;
- inadequate feedback with the teacher and students;
- lack of motivation;
- outdated technical setup;
- technical difficulties (bad Internet or its total absence in the most remote places);
- too much screen time;
- inability to provide a calm environment in the house while having the online class;
- incapability to adapt quickly to new challenges;
- insufficient level of computer literacy.

Nevertheless, despite existing problems connected with distance learning, it proved to be one of the most effective study options all over the world in the context of modern realities.

Conclusions.

Summing up, we may state that the COVID-19 pandemic served as a trigger for both teachers and students in their experiencing all the peculiarities of distance learning. They have been given a wonderful opportunity to explore new ways of teaching and learning, find new tools to make the classes more interactive and interesting, and create user-friendly assignments and exercises to keep both parties interested and motivated. Moreover, teachers and students have been offered a good chance to possess new skills and develop their professionalism. Distance learning has proven to be an ideal solution for those who prefer modern information technologies in education and know the value of time. In our opinion, in due course distance learning will become as effective as face-to-face learning, if not more.

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SCIENTIFIC AND METHODOLOGICAL BASIS FOR TRAINING OF FUTURE TEACHERS OF BIOLOGY FOR RESEARCH IN A MODERN GENERAL EDUCATION SCHOOL
НАУКОВО-МЕТОДИЧНІ ЗАСАДИ ПІДГОТОВКИ МАЙБУТНІХ ВЧИТЕЛІВ БІОЛОГІЇ ДО ДОСЛІДНИЦЬКОЇ ДІЯЛЬНОСТІ У СУЧАСНІЙ ЗАГАЛЬНООСВІТНІЙ ШКОЛІ

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Анотація. У роботі розглядається структурно-функціональна модель підготовки майбутніх вчителів біології до дослідницької діяльності в закладах загальної середньої освіти. Центральною ланкою цієї моделі є система методичних прийомів проєктування дослідницької діяльності. Вона забезпечує взаємозв'язок принципів адаптивного навчання і рис «кліповості» під час організації дослідницької діяльності здобувачів вищої освіти у процесі вивчення освітніх компонентів системної біології.

Ключові слова: майбутні вчителі біології, фундаменталізація змісту освіти, принципи адаптивного навчання, дослідницька компетентність, модель підготовки майбутніх учителів біології до дослідницької діяльності у закладах загальної середньої освіти.

Abstract. The work considers a structural and functional model for training future biology teachers for research activities in general secondary education institutions. The central element of this model is the systems of methodological techniques for designing research activities. It ensures the interconnection of the principles of adaptive learning and the features of "clippery" when organizing the research activities of applicants for higher education in the process of studying the educational components of systems biology.

Key words: future biology teachers, fundamentalization of the content of education, principles of adaptive learning, research competence, a model for preparing future biology teachers for research activities at the mortgages of the home middle education.

Вступ.

Аналіз сучасних українських нормативних документів, які містять інформацію про шляхи модернізації вищої педагогічної школи, однозначно вказує на провідний орієнтир підготовки фахівців – організацію дослідницького типу навчання задля формування вчителя-дослідника. Базисною складовою цього процесу є розвиток дослідницької компетентності здобувача – майбутнього вчителя. Окреслена проблема стосовно підготовки майбутнього вчителя біології певним чином розв'язується. Так, науково-методична література містить навіть декілька ґрунтовних дисертаційних праць [2; 3], проте є аспекти проблеми, які залишаються недоопрацьованими. До таких питань, наприклад, відносяться організація дослідницької діяльності здобувачів як впровадження фундаменталізації змісту професійної підготовки майбутнього вчителя біології і модернізація цієї підготовки у контексті урахування особливостей мислення («кліповості») сучасних студентів, що зумовлене