

**Conclusion.** The results of the survey enable us to conclude that social networking websites have nothing to do with maintaining a sustainable motivation of the college students although the level of intrinsic motivation for learning English is objectively high. It can be explained by the fact that the students are mostly engaged in professional classroom English learning (approximately 30 hours a week). Social networking websites are extremely beneficial in promoting self-study and are undeniably helpful in a language acquisition.

1. Borshcheva, O. V. Improving motivation for learning a foreign language in non-language university using modern internet-resources / O. V. Borshcheva // *Teacher XXI century*. – 2019. – № 3. – P. 64–71.
2. Gordeeva, T. O. Intrinsic and extrinsic educational motivation of academically successful students / T. O. Gordeeva, E. A. Shepeleva // *Bulletin of the Moscow University*. – Series «Psychology». – 2011. – № 3(14). – P. 33–45.
3. Mosina, M. The use of social network Instagram in teaching English to students of secondary school / M. Mosina, O. Gorgeeva // *Problems of Romano-Germanic philology, pedagogy and methods of teaching foreign languages*. – 2020. – № 16. – P. 198–205.
4. Pushkina, G. The problem of motivation in learning a foreign language / G. Pushkina // *Humanities*. – 2013. – № 4(12). – P. 85–87.

## DISTANCE LEARNING: PROS AND CONS

**Alina Ilyushenko**

Orsha College VSU named after P.M. Masherov, Orsha, Belarus

**Keywords:** online distance learning, technology, emergency remote teaching, flexibility.

Education always undergoes constant changes and reforms. Teachers and students often have to adapt to new tendencies and ways of teaching and learning. The last two years have made the process of teaching a problem. Due to the pandemic teachers came across challenges in education and had to speed on distance learning technologies. As a result online distance learning emerged as a solution to continue with teaching and learning during the COVID-19 pandemic [1].

The aim of our research is to analyze advantages and disadvantages of online distance learning as an alternative to traditional teaching in emergency remote teaching.

**Material and methods.** We conducted a questionnaire with 3-year and 4-year students (43 people), method of classification, systematization and comparison, analysis of various sources of information.

**Findings and their discussion.** Students of our college had experience of online distance learning which took place in 2019-2020 (from April to July) and 2020-2021 (1 week in November). The results of the research are listed below.

12% of the students were satisfied with a possibility to learn new technologies, improve their skills in working with new programs (Zoom, Google Classroom, VK, Viber, etc). They gain valuable technology experience. 14% of the respondents noticed that distance learning is very convenient and you can study

from any place where there is internet access. Thus, sharing information and connection are no longer problematic. Students do not have to go anywhere to get education. Moreover, 47% of the students note that home and cozy atmosphere and environment encourage and support their studies.

However, 23% of the respondents found it difficult to study due to technical difficulties and problems with the access to the Internet. Sometimes the computer freezes, which makes impossible to get, do and send the given assignments and tasks.

47% of the respondents speak up for flexibility of distance education, which enables them to study at their own pace and do assignments wherever it is convenient for them. We conclude that distance education helps people develop and in some cases improve their time management skills.

Studies always imply communication and lack of interaction with fellow-students and teachers is pointed as one of the main drawbacks of distance learning (26%). It is scientifically proved that real communication enhances critical thinking and problem-solving skills. Moreover, lack of control, which is considered a powerful stimulus, has a negative effect on students' academic performance. Besides, inability to interact with students directly makes studying less motivating and stimulating, which can be unfavourable for some people.

Distance learning doesn't offer immediate feedback. In a traditional setting a student's performance is immediately assessed through questions and informal testing. With remote learning, a student has to wait for the teacher to review his work and respond to it [3].

The lack of a single teaching platform made it difficult for students to switch between a variety of programs and applications. About 10% of the respondents were dissatisfied with the level of their and teachers' computer literacy. Approximately 50% of the students found it frustrating to do a real avalanche of homework, most part of which had to be studied independently. Distance learning requires self-discipline and self-organization [2].

**Conclusion.** Thus, we make a conclusion that distance learning is rather a complex and time-consuming process. It requires special technical knowledge and skills, a single platform for the convenience of use, books and textbooks adapted to online distance learning, time management skills, independent work skills. Besides, it provides a lot of opportunities for students to study. But the major drawback that outweighs all these advantages is the fact that online distance learning lacks real communication and oral skills, immediate feedback, lack of motivation. Online education has proved itself to be an alternative way in emergency remote teaching.

1. Кирсанова, Е. В. Черненко В. И. К вопросу о дистанционном образовании / Е. В. Кирсанова // Вестник ассоциаций вузов туризма и сервиса. – 2012. - №3. – С. 78-82.
2. Костоева, З. М., Лолохоева Л. Р., Костоева М. М. Дистанционное обучение: плюсы и минусы / З. М. Костоева // Вестник науки и образования. – 2020. – № 19(97). – С. 76–78.
3. Морозова, Е. Я. К вопросу о плюсах и минусах развития в России дистанционного обучения / Е. Я. Морозова // Дистанционное обучение в высшем образовании: опыт, проблемы и перспективы развития: XIII Всерос. науч.-практ. конф. с междунар. участием. – 2020. – СПб: СПбГУП. – С. 89–91.