EDUCATION: PROBLEMS AND WAYS FOR MODERNIZATION

RESEARCH ARTICLE

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The distance learning during the pandemic: university teachers' and students' opinion

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Abstract. This article studies the problem of distance teaching in the pandemic of spring and autumn 2020. The topic of the necessary transition to the computer-mediated interrelation between university teachers and students gains important nowadays, as the worldwide events lead to an inevitable transformation of the educational structure. The changes in the higher educational institutions make students and teachers review their attitude to the system and methods of education. We can find the analysis of distance learning in many sources, but the remote learning in state of emergency has not been fully examined. The purpose of this article is to analyze the situation, connected with the distance learning in higher educational institutions, its impact on the level of students' knowledge and skills. This article gives the perspectives of education taking into consideration information and communication technologies. The authors have conducted the theoretical and comparative analysis of literature, observed the learning process at university, and offered a questionnaire to university teachers and students. The researchers have revealed that, in spite of the technologies being a part of our lives, the quality of education depends on teachers who can use these technologies to their best. A technology without a person does not work. According to the majority of the respondents, the principles of teaching dominate over technologies. However, some elements of teaching should be definitely automated. The pandemic revealed the specific mistakes and weaknesses of high education in Russia, and the authors suggest some ways for its improvement in the period of sanitary and epidemiological restrictions.

Keywords: sociology of education, pedagogy in high education, distance teaching, online lessons, pandemic, analysis, educational technologies.

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INTRODUCTION

The use of distance learning technologies in teaching activity is becoming an integral part of education in the light of global events. In March 2020, teachers of all educational institutions, including teachers of foreign languages, had to revise their forms and methods for indirect interaction with students and to implement training using modern computer online programs and technologies. The pandemic has shown the level of computer literacy among teachers and their capability of using technological and communication tools in conducting classes with students. The transition to distance learning was a forced measure during the quarantine period, but only this measure could provide students with educational programs in the required volume at a distance from teachers.

The purpose of this research is to study the situation in universities in connection with distance learning in the context of a pandemic, its impact on the level of students' knowledge and skills, as well as to analyze promising directions for the development of this form of education. The authors set themselves the following *tasks*:

— to identify the advantages and disadvantages of distance learning from the point of view of teachers;
— explore the problems students faced in online classes;
— suggest ways to work on errors and predict the prospects for further learning using information technology.

Teachers and students are ambivalent about the lockdown period and its impact on the quality of education. Although for many participants in the educational process the use of information technology was unusual and new although, distance education has a long history. The founder of the first distance course is considered to be Isaac Pitman, who in 1840 began teaching stenography to students by mail [1]. In 1836, the University of London was founded in Great Britain. Beginning in 1858, exams conducted by the university became available to participants from all over the world, regardless of the student's location during the period of study.

In contemporary society, the requirements for educational activities are changing. Information technologies in the digital age open fundamentally new opportunities for the modernization of education. Expansion of opportunities for independent access of students to resources and technologies, access to the Internet is becoming a global trend [17].

The current situation in education is characterized by new concepts and forms. Thus, a new term has appeared to describe this type of learning — *remote* as opposed to *online*. Seemingly synonymous, these two types of training have their own characteristics. For example, *remote type* of training implies, according to experts, training during an emergency, when a certain degree of improvisation and adaptation of "F2F" (face to face) lessons to the prevailing circumstances is required from the teacher. With this type of training, not all classes, unfortunately, can be conducted remotely (e. g., project work, laboratory research). Correctly constructed communication should lead to an adequate understanding of the received/transmitted information by the participants in the communication [22].

Regarding *online learning*, everything is simple here. The training is fully adapted to information technologies, no improvisation is assumed, since all content is set and prepared in advance for transmission to students in the established distance learning mode.

In the new conditions, there is no doubt that the traditional education model requires a revision of existing approaches and teaching models aimed at developing digital literacy. A qualitatively new approach to university education is needed, which should be based on knowledge and skills in the field of data science and artificial intelligence for all modern professions [16].

The experience of conducting remote classes during the pandemic has shown the advantages and disadvantages of distance education. Along with the opportunities that appeared due to, and perhaps despite, of the emergency, obstacles and problems that interfere with the achievement of the main goal of learning clearly appeared. Independence, a certain freedom in decision-making, necessary for distance learning, do not always have a good effect on the quality of education, since not all young people can properly dispose freedom of choice and a huge amount of free time. They sometimes do not understand that their intrinsic motivation plays an important role in self-learning [23].

Not all students realize the importance of distance learning; many ignore such requirements as turning on the camera, sound and video. Teachers do not have enough time to submit all teaching material due to technical problems. The flexibility that is needed during a tough time often upsets the life-work balance. For some teachers, it is very difficult to constantly provide feedback and demonstrate empathy to their mentees through the computer screen. They must try on the role of an educator, not just a person transmitting knowledge. During this study, an attempt is made to analyze all the above issues.

RELATED WORKS

The analysis of related academic works on the research topic has shown that some issues of distance learning were already raised by scientists and practitioners at the beginning of the 21st century, though they remain relevant, and several problems associated with online learning are at the stage of formation. Several years ago, professionals began to focus on the issues of distance education,

but mainly in their studies, certain aspects of this topic were considered: methods of distance learning [8]; organization of distance learning based on the integration of full-time and part-time forms of education [10]; development of distance learning as a tool to improve the availability and quality of education [19]; problems arising in the process of distance learning [3]; the competence of a distance learning teacher [15], etc.

Some scholars have analyzed various psychological and pedagogical aspects of online learning. Among them, the following issues can be indicated: the readiness of specialists to work using Internet resources for distance learning [17], professional self-determination of students in the distance learning system, the formation of student self-discipline during distance education [19], personality traits based on distance learning technologies, the implementation of a special approach in the context of online education, etc.

But recently — only in 2020 — the list of issues related to online education has expanded many times over. Researchers are concerned about the following aspects: the secrets of the success of distance learning, the role of distance learning of a foreign language for university students, motivation of students in the context of the implementation of the educational process at a distance [13], innovative digital solutions in the context of adaptation after a pandemic [11].

Many researchers note that, even though the education system in general coped with all the problems that arose during the coronavirus, the pandemic revealed the unpreparedness and inflexibility of the educational process in universities. The working group, consisting of the rectors of 13 Russian universities, concluded that the existing capabilities of universities are not enough for an effective and convenient distance learning format for students and teachers [5].

Teachers had to organize the educational process through distance learning technologies based on various methods of delivering electronic content and available communication tools for students and teachers in the electronic information and educational environment. But, unfortunately, not all of them had enough skills to work in a digital environment, time to master new tools and restructure the educational process and support from the technical services of the university, which play an important role in the implementation of new technologies [7].

During the research, such key problems of the transition to distance learning were noted, such as the growth of educational inequality, the dependence of the quality of education not only on the capabilities of educational institutions, but also on the competencies and technical capabilities of students and teachers. In addition, all participants in the learning process received complaints about an increased workload, a decrease of the quality of online education services, and an increase of education cost [18]. But the most negative consequence of distance learning during the period of self-isolation is the deterioration of the physical and psychological well-being of students. This conclusion was reached by the participants of the network project of the University Consortium of Big Data Researchers *Education in the context of coronavirus: big data as a tool for measuring the reaction of society* [14].

Universities were forced to quickly resolve a huge number of serious issues related to forms of distance learning, technical means, student assessment, taking tests and exams, and recruiting applicants, etc. The pandemic had a negative impact on international cooperation in the field of education and science: international travel was canceled, programs of exchange and academic mobility of students and faculty were suspended, many programs in the line of research cooperation were suspended [9].

Nevertheless, according to many scientists, due to recent events — the mandatory transfer of the educational process of universities to digital technologies in order to comply with the quarantine measures of the pandemic — it can be concluded that online courses do not require additional evidence of their necessity and viability [14].

METHODS

The subject of the study was distance learning during the pandemic in spring — autumn 2020. This issue was studied using the following general scientific methods: theoretical analysis of literature and Internet sources, comparative analysis, generalization, as well as empirical methods: questionnaire survey and participant observation. The empirical base of the study was the University of Tyumen, where the authors of this article work. The object of study was the students and faculty at this university, who made up a representative sample of the general population of the object of research.

Along with the faculty of the University of Tyumen, the authors of this article participated in the forced transition to distance learning and had the opportunity to observe all the events taking place from the inside, to witness the problems and opportunities that appeared in training during the pandemic.

To date, more than a thousand university professors work at University of Tyumen and its branches and more than 20 thousand students study. During the study, a spontaneous sample of respondents enrolled in daytime education institutions was used. The main research instrument was an online questionnaire survey of students, consisting of eight questions (closed and open), suggesting a choice of answer options, as well as expressing their own opinion. A questionnaire survey was offered on the university's portal to all students enrolled in the first and second years of bachelor's degree, since full-time education for this category of students is an important component, while many undergraduates and students of 3 and 4 courses, in addition to their studies, work and study online, for these are perhaps the best form of education. The data obtained because of the questionnaire survey cannot claim to be strictly representative and are, rather, of a reference nature.

For a qualitative analysis of the data, open questions were offered to the university teachers. Their answers revealed the problems and opportunities that arose during the transition to distance learning. The invitation to take part in the survey was sent in the form of direct addresses to the email addresses of university professors obtained from public sources and was also spread by the "snowball" method through the personal networks and contacts of the authors.

The questionnaires were filled in by the respondents personally and anonymously. The main purpose of the survey was to find out the degree of satisfaction of students and faculty with the learning process during a pandemic in comparison with the usual form. Individual questions for students coincided with the questions presented to faculty, namely, questions related to satisfaction with the learning process, problems (technical and moral) and student motivation. A questionnaire survey of faculty and students helped to make certain conclusions and find solutions to some of the problems that interfere with the learning process.

The sample population of respondents included 320 full-time students and 47 university professors. The data collection process took place in October — November 2020.

The university students were asked to answer several questions related to their satisfaction/dissatisfaction with the learning process and the work of the teaching staff; the difficulties they encountered in the online learning process, and the use of information and communication technologies in the classroom and the ability of faculty to use them to achieve learning goals. It was also important to find out if the students would like to continue their studies online. Moreover, the current sanitary and epidemiological situation in the world, in the country and in our university, forced us to go to the distance again, and the success of the entire learning process depends on how students relate to the new requirements.

The distribution of the sample by sex was formed randomly and amounted to 41.2% of men and 58.8% — women. The main contingent of students who took part in the survey are students aged 18-20 years. The respondents from among the faculty were distributed as follows: 25-35 years old — 10.1%, 36-50 years old — 83.1%, more than 51 years old — 5.8%, 1% of respondents did not indicate their age.

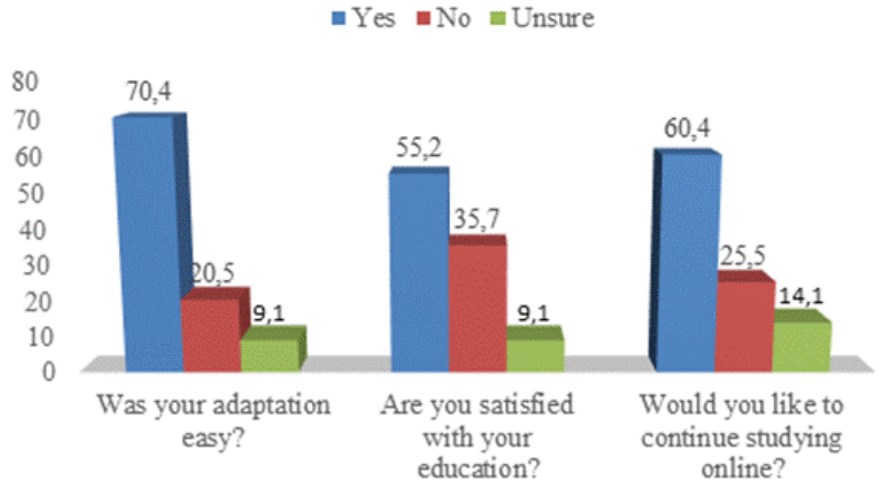
RESULTS

The results of the study have shown a generally positive attitude of students towards distance learning during the pandemic in the spring of 2020. Many of them note the professionalism of some university professors and their fairly high level of knowledge of computer technologies. However, not all the faculty were rated so highly. Among them were those who learned the basics of using information technology during the transition to distance learning. What is important, the students are sympathetic to this and note a desire to help and overcome all difficulties together. The respondents highly appreciated the desire of university professors to use the most interesting teaching methods to motivate students to study new material in the form of games, discussions, and elements of conference work. The responses indicate that in the classroom, various media resources were used that are familiar and understandable to students (YouTube, VK, Facebook), a variety of content from educational sites, which helped in the assimilation of the material and gave students the opportunity to think critically and express their opinion.

Despite the positive feedback from students about the work of faculty during the pandemic and their positive attitude towards distance learning itself, in general they missed the live meetings with teachers and other students. During the period,

not everything was as smooth and beautiful as it might seem. First, the answers provided show that students have different attitudes towards learning. For example, young people, who were interested in gaining knowledge and strived to achieve success in offline classes, also treated online meetings with great responsibility, fulfilling all the teacher's requirements and helping him to organize work when problems arise. Those students who did "not like to learn" tried to ignore the classes and, when questioned about the, noted more negative aspects than positive ones. However, such respondents were few. Fig. 1 presents the results of a survey showing the attitude of students at University of Tyumen to distance learning during the pandemic.

Fig. 1. Students' opinion about distance learning

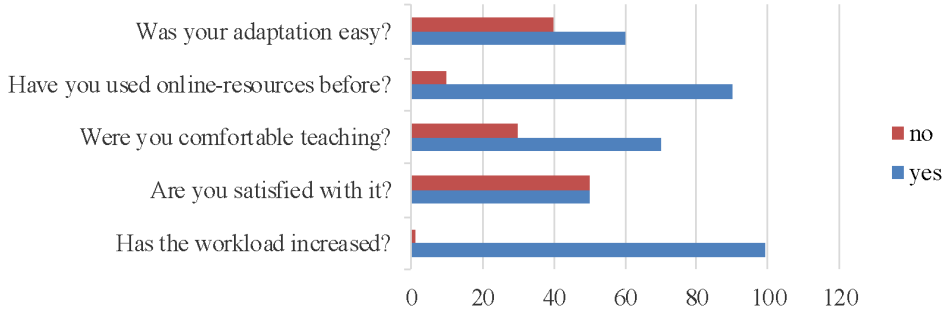


Most students (70.4%), like many university professors, easily adapted to the new learning environment. The results of the study showed that more than half of the surveyed students (55.2%) are satisfied with the online learning process, 35.7% of the respondents from among the students have the opposite opinion, and 9.1% were unable to answer this question. Perhaps these are the students who ignored the requirements and did not attend classes or had technical problems. Most respondents, namely 60.4%, expressed their desire to continue to study remotely, only 25.5% of students who participated in the survey want to return to real classes, and 14.1%, unfortunately, could not answer this question.

Fig. 2 reflects the results of the survey of faculty regarding their satisfaction with the learning process during the extreme period.

The survey of faculty showed that it was more difficult for them than students to adapt to the new working conditions in the shortest possible time, even though many already had relevant skills (e. g., many years of teaching at the Institute

Fig. 2. Teachers' opinion about distance teaching



of Distance Education of the University of Tyumen, participation in international online projects, educational webinars, supervision of independent work of students of different forms of education). 72.2% of the respondents mentioned the convenience of online teaching (saving time, having online resources at hand, the ability to combine different activities, etc.). Yet only 49.9% indicated satisfaction with the results of their activities.

Nevertheless, the results of the study show that only 41.5% of faculty at the university confidently use modern technologies in the process of distance learning, while 58.5% experience technical problems of various kinds. In general, talking about the difficulties and problems, it should be noted the inability to use technical means of education not only for some teachers, but also for students. We are all used to the idea that this generation of information natives, who feel confident in using various gadgets. Our study has shown the opposite, as evidenced by the respondents' answers. Being able to use the phone, drive Instagram or post on Facebook does not speak to the ability to freely use technology to learn or to search for and analyze information. Clearly, this is a different kind of activity and students are sometimes helpless in front of a computer monitor. Another problem that respondents often mentioned in their answers was the so-called digital divide, which especially during the pandemic leads to educational inequality. The lack of a computer, weak Internet, and the inability to use information technology put students in unequal conditions when acquiring knowledge.

All the respondents noted that the teachers' workload increased during the quarantine period, as they had to not only prepare the material for the lesson, but also to adapt it to the online experience. Although 90.5% of the respondents had already used online educational resources in class long before the forced transition to online learning, only 49.9% of the respondents showed their satisfaction with the distance learning process. They pointed out the benefits and convenience of distance learning, noting that they had no difficulty adapting to the new environment.

Overcoming all the problems associated with online learning during the quarantine period would have been difficult without interaction with colleagues and assistance from the technical support of the university, which was noted in the responses of respondents.

The faculty made full use of the electronic information and educational environment created at the University of Tyumen, 79.6% of them say that they received the necessary assistance from various university structures. Nevertheless, 50.1% of the respondents say they are dissatisfied with the results of online activities in Spring 2020. The data in Table 1 provide evidence that both students and faculty experienced several problems during the course.

Table 1. Respondents' opinion about the problems of distance education

Issue	Teachers, %	Students, %
Digital illiteracy	59.6	39.1
Technical issues	58.5	69.7
Digital inequality	9.7	35.4
Insufficient self regulation	0	64.9
Low motivation	0	40.3
Increased teaching load	93.7	26.3
Psychological issues	48.9	50.1

Thus, the questionnaire survey of students and faculty revealed the following problems they experienced in online learning during the Spring 2020 pandemic:

— Computer illiteracy, technical challenges, and the resulting digital divide. The changed learning environment during the pandemic showed that 59.6% of faculty lacked relevant skills in using information and computer technology. Among the students this figure is lower — 39.1%. More than a half of faculty (58.5%) experienced constant problems with technology, with students this figure is higher (69.7%). 9.7% of faculty and 35.4% of students had difficulties with the Internet connection, the availability of modern computers allowing online communication. All these factors could not help but affect the quality and effectiveness of teaching.

— Both faculty (48.9%) and students (50.1%) experienced psychological problems related to the transition to online learning. This was not surprising given the increased workload of faculty and the lack of experience with computer-mediated communication among all participants in this process.

— Students, unlike faculty, also experienced problems with self-organization (64.9%) and motivation (40.3%).

— 93.7% of faculty complained about an increase in teaching and learning load. As for students, 26.3% of them were dissatisfied with the fact that preparing for classes took a lot of time.

Fortunately, the faculty at the University of Tyumen are flexible to all the changes in the modern education system and accept them as an impetus to self-development and adaptation of teaching methods in emergency conditions. Students have also been sympathetic to the forced changes in the education process.

DISCUSSION

Ways of improving the effectiveness of online education at the University of Tyumen

This study has shown that most university professors were able to adapt quickly to modern realities, learn new tools, and actively share their new experiences with colleagues. However, at the same time, other serious problems have arisen. It became clear that even the most modern gadgets and the Internet could not replace

> "a living person — a concerned mentor and supervisor who could use new formats of exercises instead of the old ones, aimed at communication and including interaction between the students and the teacher" [4].

It became obvious that the entire existing curriculum could not be covered by digital teaching methods; it was clear that our approach to teaching was outdated. After all, knowledge is developed through both cognitive learning processes and sociocultural interaction between the participants [6]. In this sense, the pandemic can be compared to a magnifying glass that clearly revealed all our problems. We have for the first time become aware of the digital divide. To provide access to online classes for students who do not have the necessary computer technology, we had to go to various tricks not only for educators, but also for the parents of students. The pandemic demonstrated the willingness of adults to invest not only money, but also time in their children's education. Despite the unforeseen situation and the sudden strain, many parents provided serious and feasible help to their children, purchased the necessary equipment, created comfortable conditions for study, and took control of the educational process. Today's students can easily find any information by simply pressing a computer button. As a result, it is difficult to keep their attention throughout the class and make them learn with interest and curiosity [2]. Therefore, the parents' help was invaluable.

It is worth noting that the pandemic forced people to work together and help each other, and as a result, higher education has reached a new level of cooperation.

Given all the problems we encountered, university teachers had to urgently improve their digital literacy, thus getting rid of the psychological problems of conducting classes remotely. We must pay tribute to many educational platforms and publishers who provided access to various courses, schools and webinars for free during the pandemic, which we took advantage of.

To adapt to the new teaching conditions during the pandemic, foreign language teachers took various professional development courses. Urait educational platform organized a winter teacher school entitled *Key Trends in Modern Education* and *Five Digital Skills for Distance* online school during the summer period, which taught teachers how to organize the educational process online and provide

training with the necessary documentation. Emphasis was placed on analyzing student activity and how to work with their digital footprint. A digital footprint is a set of data on the results of the student's activities during the whole period of study. Such materials can be considered presentations, audio and video recordings of reports, term and graduation papers, scientific articles. The digital footprint will also help students to assess the level of their knowledge and skills in various areas of study [12]. In addition, the practical webinars of the Urait platform were devoted to the implementation of control and attestation in the online format, the organization of examinations and tests. We have found the topics related to how to motivate students to study and not "burn out" themselves during the distance learning period to be the most interesting.

Prosveshchenie Publishing House also organized online training *Formation of digital competence of a foreign (English) language teacher*. This professional development course was aimed to form and improve the professional competence of a foreign (English) language teacher in the use of digital technology, as well as digital literacy and understanding of the potential of digital technology in foreign language education: Assessment Portfolio, Revision Strategies, How to Teach Business English Online, etc. The course included issues related to the modernization of modern education in the context of digitalization. The webinar under the title *Forms and Methods of Working with Interactive Textbooks* was aimed to solve the modern problems. An interactive textbook is another modern tool which teachers need to master in order to facilitate their work in the context of online learning. The electronic textbook is one of the latest tools of information technology. It differs from the paper book in that it presents information in a dynamic form and thus conducts a dialogue with the user. This is the essence of interactive communication [21].

The participants were especially attentive to practical sessions on organizing the learning process using digital educational platforms — *Pearson English Portal* and *MyEnglishLab*, as well as recommendations for the development, implementation, and use of digital resources.

Macmillan Education Publishing House also initiated educational programs for teachers who have switched to a distance learning format. Online conferences, webinars and seminars, creative writing contests offered by Macmillan Education have provided and are providing invaluable assistance to teachers interested in the results of their work. Useful resources were shared by organizers at online meetings: *Putting Tests to Tests — on Formative Assessment in Online Teaching, No Learner Left Behind — Bridging the Gap after Lockdown, Let's Kahoot!*, etc.

Not only faculty, but most of our students use the resources provided by another online platform, *FutureLearn*. Instructions are provided in English, which is very important for students looking to improve their language skills. This online platform offers free courses from the world's leading universities. *FutureLearn* offers you the opportunity to upgrade your skills and gain new knowledge in a variety of subject areas.

FutureLearn's course syllabus is updated regularly to include more and more interesting subjects that will appeal to every student and teacher. *FutureLearn*'s online learning programs are delivered in a convenient form. They are available on modern electronic devices, including smartphones and tablets, allowing students and teachers to build their individual learning trajectories and flexible work plans. Learning on the *FutureLearn* platform is based on authentic materials. It is worth noting that to control the students' understanding of the information received and to assess the course completed, all the materials are accompanied by verification and final tests. In addition, students can discuss them online with other students, to ask the organizers their questions. High motivation of students when working on this educational platform is achieved through the search and analysis of questions of a professional nature by the student who enjoys the result. In addition, an important point is the fact that the student organizes training in an online format on their own, choosing a convenient time for their classes, allocating a certain amount of time each week.

The courses offered on the *FutureLearn* platform are interesting and varied, and students can choose a course based on their professional interests and their level of English. Faculty and students at the university are interested in issues related to languages and culture of the English-speaking countries, law, psychology, pedagogy and learning, history, online technologies and much more. For example, law students choose the programs *Forensic Science: Facial Reconstruction from the Skull*, *Forensic Psychology*, *General Regulations on Personal Data Protection*. Students majoring in the Customs are offered online courses on *Smuggling of Works of Art* and *Illegal Trade in Antiquities*. Future economists and managers choose topics related to doing business, organizing businesses, entrepreneurship, etc. [13]. The main thing is that in the process of online learning students improve and deepen their knowledge in various fields of science, noticeably expand their horizons, develop professional competencies and skills, form a creative approach to learning and their future professional activities.

Foreign educational online platforms, in turn, are also an excellent source of new knowledge and competencies in an online format. A World Learning grant from the US Committee on Education and Culture, supported by the American Embassy, gave us the opportunity to improve our digital literacy in eight-week online courses *Using Educational Technology in the English Language Classroom and Teaching Grammar Communicatively*.

This article presents only a small number of the most significant courses teachers have taken to overcome digital illiteracy and improve their online performance. The knowledge and skills acquired during professional development give teachers the confidence to overcome all the challenges of distance learning. According to O. Smolin, the digital revolution and mass open online courses, which have been rapidly developing recently, are challenges to national educational sovereignty [20]. Consequently, a modern university

teacher needs to be prepared for this challenge, considering his or her own and others' work experience. For this purpose, we need to constantly improve our qualifications, gaining new knowledge about information technology, which we can use in our work.

The University of Tyumen and its Department of New Educational Technologies of the Institute of Distance Education pay a lot of attention to computer literacy of the faculty. For example, our university has held seminars for employees and teachers on getting acquainted with the studio for recording online courses and conducting webinars Jalingo Premium+. This event helped in creating creative and interesting educational content. Teachers were taught how to edit presentations on a glass whiteboard, broadcast video online, and maintain visual contact with subjects and listeners.

Employees of the University of Tyumen took a course on an additional professional program titled *Modern Pedagogical Technologies in a Mixed Learning Environment*, which certainly enriched the teaching staff with the necessary knowledge of the new format of teaching in a pandemic environment. In addition, we were offered an additional online professional training program titled *Teacher in a Modern Digital (Information) Educational Environment of the University* which took 72 hours. This event consisted of five modules, during which the following issues were considered: rules of behavior and communication on the Internet, acquaintance with educational online platforms Microsoft Teams, Cisco Webex, Zoom, Google services as an educational environment for joint activities. The university professors were given an opportunity to learn how to use the Modeus system, which is an important tool for digitalization and individualization of education. In addition, detailed information was obtained on working with various services for creating electronic educational resources, such as presentations, infographics, interactive posters, assessment tools, animated videos, etc. During the training it was interesting to take part in the development and preparation of interactive exercises and tasks.

Within the framework of organizing and providing an electronic informational and educational environment at the University of Tyumen, practical classes were held for teachers, in which the creators of Microsoft Teams educational platform introduced to the university staff all the possibilities of this platform. It should be noted that since September 2020, Microsoft Teams educational platform has become an official corporate platform for distance learning at University of Tyumen.

Fig. 3 and 4 show which educational platforms were used in the spring of 2020, and which platforms continued online learning in the fall of 2020.

In Spring 2020, when the transition to online learning was urgent, instructors used the platforms that they and the students were familiar with. Thus, it was mainly Skype and Zoom, and 18.3% of the respondents were engaged in Microsoft Teams. In the fall of 2020, the picture has changed dramatically. Now 97.1% of university professors use only Microsoft Teams in their work.

Fig. 3. The online platforms used in educational process at the University of Tyumen in spring 2020

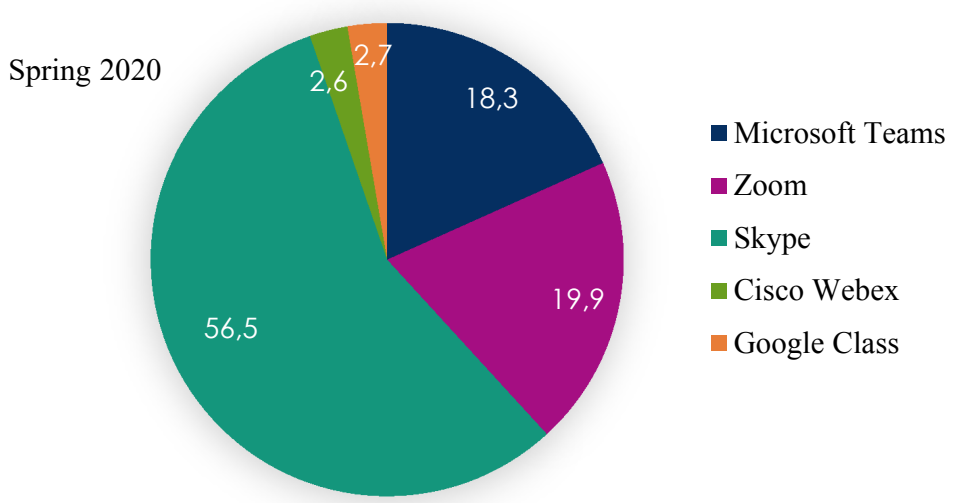
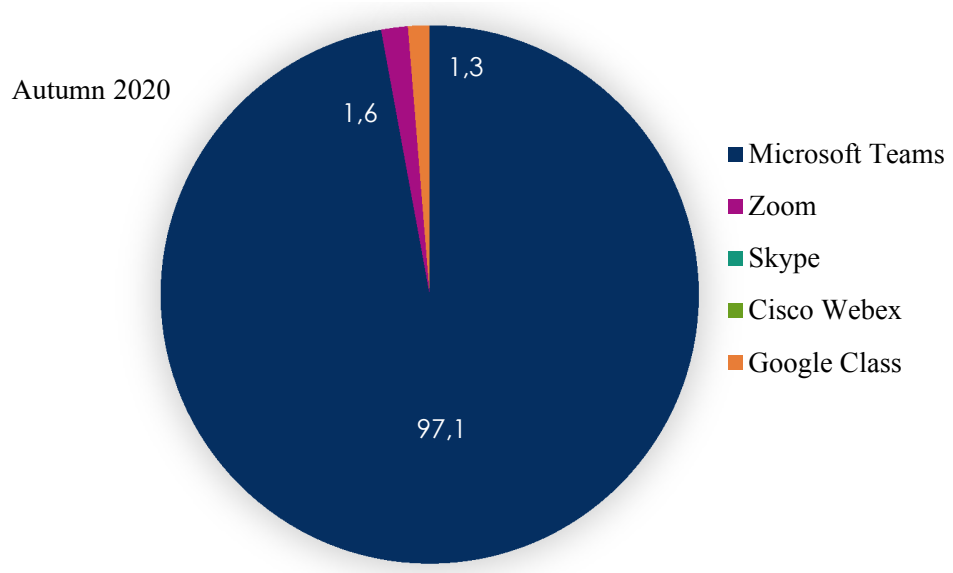


Fig. 4. The online platforms used in educational process at the University of Tyumen in autumn 2020



This is because we are all required to use this unified platform. Yet it should be noted that the functionality of this platform has changed greatly for the better, which allows you to conduct classes more effectively, increasing the satisfaction and performance of the teachers themselves, as well as the attendance and interest of the subject of students at the University of Tyumen.

However, the very nature of computer-mediated communication between teachers and students has also changed. The data in Table 2 reflect the ways teachers and students communicate outside of class, when it was necessary to get additional information, send homework, or get urgent advice from a teacher online.

Table 2. The ways of interaction between the faculty and students

Online resources		Spring 2020, %	Autumn 2020, %
Educational platforms	MS Teams	18.3	97.1
	Skype	56.5	0
	Zoom	19.9	1.6
	Cisco Webex	2.6	0
	Google Class	2.7	1.3
Email	corporate	49.8	99.1
	private	50.2	0.9
Social networks	VK, Instagram, Facebook, Twitter	80.7	11.2

Thus, at the beginning of the pandemic, faculty and students communicated mainly through Skype, personal email, and social networks (VK, Instagram, Facebook, Twitter), step by step mastering various educational online learning platforms and using the corporate email of University of Tyumen and Microsoft Teams.

Experience, even negative experience, is necessary in any kind of activity, as it shows our mistakes and allows us to work through them, which leads to further success and achievement of goals. The study confirms this fact. The work on mistakes at University of Tyumen has led to an increase in the qualifications of teachers, to a greater interest of students in learning, to the understanding that the joint work of teachers and students will overcome all the difficulties and problems.

CONCLUSION

Thus, this study has identified and analyzed the advantages and disadvantages of online education, as well as proposed the original scenario of the teacher and ways for students to gain new skills necessary for adaptation in the modern world of information technology and computer communications. Now, more creativity, flexibility, and readiness to take risks and distribute their time both in class and in their free time are required from teachers. In our opinion, the faculty have

a greater sense of community and collaboration not only with the students, but also with other faculty and colleagues. They feel the need to create a positive, welcoming environment in the classroom. Great importance is now placed on the well-being and independence of students. Our university, which is part of 5-100 Federal Project of Russian Leading Universities, has developed a method to determine students' competitiveness in their digital footprint, which proves that it is important for us to see high learning outcomes [12].

No matter how difficult the process of adaptation to the current situation in education is, we have no choice. Education has changed significantly; online technologies have become a huge part of learning. It is necessary to accept the situation as it is and think positively about the future. It is worth agreeing that the quality of education depends primarily on teachers, and no technology can replace an effective teacher in the student audience.

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