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## 2.30 TEACHING INTERPERSONAL COMMUNICATION IN DISTANCE LEARNING

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This study is devoted to the comparison of natural and virtual interpersonal communication. The spoken interaction online and off-line are compared with the purpose to find the ways of training future teachers' interpersonal communication online.

The educational system of Ukraine is under reformation now. There is a vital need to provide a fundamental teacher training for the New Ukrainian School. Such training should encourage a personality development in the process

of professional competence formation. There is a contradiction between the requests of Ukrainian society for foreign language teachers for the needs of the New Ukrainian School and the lack of such teachers nowadays.

The issue of teachers training should become a priority in the reform of education. It is the teacher, who cherishes the future of a society. One of the key tools of a foreign language teacher's work, taking into account the communicative approach, is oral communication. The main aim of teaching a foreign language is communication. The last is considered an interrelation of linguistic and paralinguistic (nonverbal) means. We should consider this fact while teaching a foreign language.

However, today only the verbal component of oral communication is purposefully taught, without taking into account its connection with the nonverbal component. At the same time, it is natural to train a future teacher of English in the usage of both components of communication. Future teachers of English should be able to communicate using nonverbal means inherent in the culture of the country whose language is being studied (facial expressions, gestures, proximity); create appropriate educational and speech situations to demonstrate the rules of speech and non-speech etiquette; analyse the speech and non-speech behaviour of students. There is a contradiction between the real process of oral communication and the model that is used in the process of teaching a foreign language. That is, there is a problem of teaching future teachers of English to use paralinguistic means in spoken interaction in English.

At the same time, humanity has experienced crucial changes in the information era. Almost all spheres of our endeavours have undergone fundamental modifications. Even communication, the vital part of a human life, is often not in person but online. Taking into account that communication is an integral part of playing, learning, and working processes, we should admit that the success of the above-mentioned activities depends on the quality of interpersonal interactions.

Due to the challenges of nowadays life, the process of education has entered the distance system. Let us analyse the difference between communication in person and online formulating the guiding principles to overcome challenges of teaching interpersonal communication in distance learning.

Interpersonal communication involves interaction of two or more persons. It is realised within two channels: verbal and nonverbal. Nonverbal channel is often impossible or difficult to maintain online. Moreover, the experience of communication off-line, in person plays a crucial part in the effectiveness of interpersonal communication. However, it should be taken into account that generation Z lacks such experience.

The modern information society is represented by a new, so-called generation Z with characteristics distinguishing it from the representatives of other generations. Primarily by the fact that Z has no experience of living in a society without the Internet. This generation lives in huge flows of information, having

less experience of direct interpersonal interaction. However, it is the interaction that could help to realise the mission of the generation.

Meanwhile, education involves direct interpersonal interaction between a teacher and a student. Globally, the task of a future teacher is to promote the harmonious development of the student's personality. Only a personality can inspire and encourage another personality to develop. It could be reached through interpersonal interrelation.

The training of a future teacher is a strategic task of a society, because it is the teacher, who forms and develops skills, and educates future members of a society. Those members of a society will develop the civilization.

Observing the process of spoken interaction, we can identify the means used by people for mutual understanding. In order to establish communication, first, we use eye contact. If it takes place, the initiator of a conversation usually uses facial expressions in order to maintain and continue the interaction. In the case of a positive facial expression, as a rule, the initiator of a conversation approaches the interlocutor closer. He or she chooses an acceptable distance for communication (proximity) taking into account the unwritten rules of a certain culture whose representative he or she speaks to. In addition, the initiator of the communication can take into account the reaction of the interlocutor: if he or she steps backwards, it means that the initiator has come too close.

When a person gets closer, to emphasize the immediacy of the conversation, a certain touch is used: a handshake or another (tactile) and at the same time, the conversation begins. After that, in order to ensure interaction during communication, the interlocutors choose an acceptable position for communication: either facing each other, or side-by-side (proximity). Then the conversation continues and gestures (kinesics) are used, which correspond to the purpose of the conversation. It is known that nonverbal part of communication takes up to 80% of spoken interaction in person, off-line.

There is a need to determine exactly what types of paralinguistic means should be taught to use in oral communication in English, show their place and functions in oral communication.

It seems inappropriate to transfer all paralinguistic means to the educational process mechanically. After paralinguistic means observation in their natural environment in spoken interaction off-line, we can identify the means used by people for mutual understanding.

Guided by the principles of communicative significance and professional orientation, we have identified paralinguistic means, distinguished their types and functions, which are advisable to familiarize students with in the process of teaching oral foreign language communication. So, the paralinguistic means that are advisable to teach while spoken interaction in English, according to the principle of communicative significance, include: eye contact, facial expression, distance (proximity), touch (haptics), position, gestures (kinesics). The above-mentioned paralinguistic means are the most communicatively loaded.

Let us analyse the process of interpersonal interrelation in online communication.

Due to online communication, the process of interpersonal interrelation has undergone a number of changes. It lacks nonverbal part of communication. One of the leading components of nonverbal interaction is eye contact. Either the speaker looks into the camera so that the listener could feel the eye contact from the speaker, or the speaker looks at the screen. Overall, there is no eye contact in online communication. The only way out so far is to look into the camera while speaking, keeping in mind the interlocutor and look at the screen while listening. The skills of maintaining eye contact online needs a lot of practice, but it can help at least to approach the communication in real life.

The next part of nonverbal communication people take into account while interaction is facial expression. Due to the pandemic and masks wearing, people have no opportunities to “read” and demonstrate facial expressions. That is why interaction in person becomes challenging. The brain is trying to restore the missing part of the facial expression, covered by a mask. It takes time and many efforts to guess whether the interlocutor approves the speakers’ message or not. To assure him or herself that the interlocutor understands the message in a correct way, the speaker needs to use a verbal channel and ask for repetition or explanation. Particularly it is challenging in western culture where one needs to see a smiling face of an interlocutor.

It seems that there are no difficulties in reading and usage of facial expressions online because people do not normally wear masks in front of the screens. Nevertheless, unconsciously people understand that online interaction is not real and sometimes they “forget” to use facial expressions, being sure that a verbal message is more important. However, it is not true. Again, an interlocutor is forced to ask for repetition or explanation. Moreover, it is difficult to read facial expressions from a screen and maintain eye contact at the same time. In such a case, we have constant up and down movements of our eyes, which does not lead to effective communication. Therefore, the conclusion is that the skills of facial expressions perception and usage online needs a lot of practice to approach natural communication.

Additionally, technical issues have the impact on the result of online communication as well. Technical illuminations of the devices used for online communication, stable internet connection, good sound influence the process of reading facial expressions, maintaining eye contact, other verbal, nonverbal means and interpersonal interrelation in general.

The next component of nonverbal communication is proximity. Normally, in the process of communication in person, in the case of a positive facial expression perception the initiator of the conversation approaches the interlocutor, choosing a suitable distance for communication. Under the pandemic circumstances, people use extended distance during communication. In natural communication in person, the extended distance influences the effectiveness of interaction especially in Eastern contact cultures where people tend to stand close

to each other and longer distance is perceived as the unwillingness to communicate.

It is impossible to use proximity in online communication. Moreover, after experiencing online communication for a certain period, people feel awkward trying to choose a suitable distance during interaction in person. It seems they forgot how to do that and need more time to restore the skills.

We can improve interpersonal communication online trying to adjust the laws of proximity to online conditions. For example, the leaned forward body to the camera could help. It can partially demonstrate the interest in the interaction. Another law of the proximity says that it is more effective for the interlocutors to use “side-by-side” postures while communicating in person. However, it does not work online. We have the opposite effect of the “side-by-side” body posture. When the interlocutors turn their bodies left or right to the camera (to imitate “side-by-side” posture) it seems that the interlocutor would like to end the communication and go away. It happens because unlike the communication in person, “side-by-side” posture during online conversation is perceived as unwillingness to communicate. Therefore, again, we need to practise our skills of using postures in communication online to make it closer to direct communication.

The next part of nonverbal communication, which naturally comes immediately after or simultaneously with proximity, is tactile.

When a person gets closer to an interlocutor, to emphasize the immediacy of the conversation, a certain touch is used: a handshake or another (tactile) and at the same time, the conversation begins. After that, in order to ensure interaction during communication, the interlocutors choose an acceptable position for communication: either facing each other, or “side-by-side” (proximity). Then the conversation continues, during which gestures (kinesics) are used that match the purpose of the conversation. Paralinguistic means go in conjunction with the corresponding linguistic ones.

It is impossible to use tactile nonverbal means of communication on-line so far. That means that another important part of communication is lost in on-line interaction. This gap is crucial for contact cultures. It is difficult to substitute tactile means of nonverbal communication online, but at least we can use gestures to approach natural communication.

Since communicative competence is the ability of students to organize their speech and non-speech behaviour adequately to communication tasks and the ability is impossible without appropriate knowledge, skills, we began to solve the task of paralinguistic means usage with familiarization, that is, with the formation of concepts about them. We suggest starting with classification of nonverbal means.

There are various classifications of gestures types, which reflect in detail the structure and functions of them. However, these classifications, in accordance with the principle of communicative value, can be narrowed down to the following main types: emblems, illustrators, regulators. In our research, taking them as a basis, we distinguish three types of gestures: emblems (symbolic), illustrators

(with a subspecies – rhythmic gestures) and regulators. This classification is determined by the principles of communicative significance and professional orientation.

Taking into account those types of gestures, we assume that they are integral components of one of the main activities of a foreign language teacher – communication. Thus, emblems include paralinguistic means that have a symbolic meaning and can be used without linguistic support, without losing their communicative message. For example, the crossed index and middle fingers of both hands in English culture mean (without linguistic accompaniment) the hope of success or protection. Illustrators accompany the speech, giving it emotional colouring and expressiveness. A subspecies of illustrators are paralinguistic means that reflect the rhythm of speech, mark semantic milestones in a discourse, and place accents in speech. For example, rhythmic hand gestures highlight the main ideas of a message. The usage of such paralinguistic means is professionally important for a teacher. Regulators provide feedback in teacher-student communication. A teacher demonstrates his or her attention and understanding to a student through eye contact, head nods, encouraging gestures, and touches, as a result supporting interaction. Therefore, organising interpersonal communication online, teachers should take into account the necessity of gestures usage in spoken interaction, practise their usage and teach students to use paralinguistic means in spoken interaction.

The question of how to prepare a future teacher for training to use paralinguistic means in oral communication in English remains open. As well as the issue about the tools of training.

To choose appropriate training tools it is logical to take into account the nature of paralinguistic means. Since paralinguistic means are directly related to the visual channel of perception, most of them can be perceived only in motion. Thus in educational materials, they should be displayed visually and in dynamics. A video allows doing that.

Therefore, a video is a material for acquainting students with paralinguistic means of oral communication. An audio reproduces a speech, but a video reproduces a person within the unity of verbal and nonverbal components of communication. An authentic video reproduces a native speaker with specific nonverbal means. With the help of a video, the process of interpersonal communication is revealed in the relationship between its linguistic and paralinguistic components.

Students can also be suggested to analyse authentic video materials to pick out paralinguistic means for usage and paralinguistic means for recognition and understanding.

Consequently, videos should be used in teaching interpersonal interrelation, though it cannot substitute the natural process of communication. It can serve as a demonstration of natural communication.

We believe that the target of learning is not paralinguistic means themselves but their functions in communication. That is why the main task is not learning

kinds of paralinguistic means but the realisation of their functions in spoken interaction.

We suggest referring to contrastive linguistics to define what kinds of paralinguistic means students need to learn at the receptive level and what kinds of at the productive level. The aim of contrastive linguistics is to study the most vital contrasts in languages and develop recommendations on how to overcome the differences in cross-cultural communication. Therefore, the similarities and differences between native and foreign paralinguistic means will be the factors of choosing these means for both receptive and productive learning.

Verbal communication is the subject matter of linguistics. It is linguistics that supplies methodology with the material to teach. Nonverbal component of communication is the subject matter of paralinguistics and it should also give methodology the corresponding teaching material. The aim of paralinguistics is to study the correlation between phonetic, lexis, grammar structure of verbal messages and nonverbal means. Thus, paralinguistic means of communication in native and foreign languages should be compared in the unity of verbal and nonverbal contexts.

Therefore, paralinguistics and contrastive linguistics data form the theoretical background of teaching paralinguistic means of communication in English. To organise the process we need the classification of paralinguistic means, their functions and differences between them in Ukrainian and English communication.

Students can reflect the results of authentic videos analysis in the tables: “Paralinguistic Means Functions for Usage” and “Paralinguistic Means Functions for Understanding”. With the help of the tables students can raise their awareness of the function of each paralinguistic item, possible or obligatory verbal accompaniment, verbal description of paralinguistic means and types of paralinguistic means methodological typology.

We have distinguished the following types of paralinguistic means methodological typology:

1. Paralinguistic means that have obligatory verbal accompaniment.
2. Paralinguistic means that are understandable without obligatory verbal accompaniment.
3. Paralinguistic means that are relevant in the teaching process.
4. Complex paralinguistic means.
5. Paralinguistic means specific to British / American culture.
6. Universal paralinguistic means.
7. Multi functional paralinguistic means.

The selection of types of paralinguistic means will help to organise effective teaching of interpersonal communication off-line and online.

Therefore, to train future teachers of English to use paralinguistics in interpersonal communication we recommend teachers to:

1. Get students acquainted with the aim of learning foreign languages.

2. Get students acquainted with the components of communication and their functions.
3. Get students acquainted with the objectives of schools and university syllabuses in the field of teaching paralinguistics.
4. Get students acquainted with paralinguistic means, their kinds and types.
5. Teach students to perceive different kinds and types of paralinguistics in interpersonal communication.
6. Teach students to use different kinds and types of paralinguistics in interpersonal communication.
7. Assess students' nonverbal competence.

Teaching paralinguistics could be arranged during the first year of study within the Practical English Course.

Due to distance education, the question of teaching interpersonal communication has become one of the topical issues. To approach online interpersonal communication to off-line one, we need to bring nonverbal component of communication online. We also should take into account the following facts:

1. Nonverbal communication provides much of the information in communication; it forms the bulk of the process.
2. Like animals, we signal to each other. Some of the signals may be innate, meaning the same to anybody, but most signals are learned; they have different meanings in different cultures.
3. Nonverbal is strongly related to verbal. Nonverbal messages substitute, contradict, emphasise or regulate verbal ones.
4. Nonverbal messages are regarded as more reliable than verbal ones. When verbal and nonverbal messages contradict, we tend to believe nonverbal ones, because it is more difficult to fake.
5. A person can not but communicate nonverbally. The very attempt to mask one's intention to communicate, communicates something.
6. Not all kinds of nonverbal communication could be used online; this fact influences the result of communication.
7. Nonverbal messages are multi channeled. All the messages are accepted simultaneously and it is sometimes difficult to cope with all of them at a time.

Teaching interpersonal communication in distance learning is a demand of the information society. To bring interpersonal communication online closer to off-line, it should comprise both components of spoken interaction: verbal and nonverbal ones. It is necessary for future teachers to develop interpersonal communication competence to fulfil the tasks of distance learning.

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### **2.31 CASE METHOD AS A MOTIVATING FACTOR FOR STUDENTS' ACADEMIC PROGRESS AT DISTANT EDUCATION**

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*Problem statement.* In the modern world of rapid and inevitable technical progress aimed at making people's existence on the earth more and more comfortable and their communication more and more convenient an evident necessity to learn foreign languages arises in the life of almost everyone irrespective of his/her sphere of work or activity. Even under quarantine restrictions, business, science, culture, social life and other spheres have not been undergoing a sharp intensity decline. It means, professionals are continuing to communicate with each other, and as far as we know the language of international communication is English, this fact grounds its growing popularity and demand in highly qualified teachers and new approaches for teaching, in particular, with the help of digital devices and information technologies giving an opportunity to carry out the processes of learning and teaching distantly. It is essential to note a growing part of individual and distant study in the academic process. Therefore a logical priority is given to motivation among other conditions of succeeding in mastering a foreign language, for example, the English language. This, in turn, causes a need to strengthen and support students' motivation to obtain knowledge even under conditions of the quarantine and distant training.

At the same time, a fast pace of life and a great amount of information to be processed and assimilated limits students' time that they can spend on learning a foreign language, in particular, with the purpose of the future professional communication. This factor is the key one for an increase in demand exactly for distant learning of a language, and more and more language teachers are connecting their further professional activity exactly with the distant education. Consequently, modernization of the education system in Ukraine should be carried out, first of all, in this direction, at least, on the current stage.

A timely character of the problem consists in the fact that one of the main reasons for priority of developing the distant education system is an urgent necessity to preserve and increase competitiveness of Ukraine at the market of educational services, including the study of foreign languages. In many countries of the world, both western and eastern ones, developed and those being on the way of economic development, on all the continents, the distant education is applied to a certain degree as a very convenient form of knowledge acquisition. Therefore,