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To the issue of students' active engagement during on-line learning

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If the form of distance learning is not new for already many years, the form of on-line or synchronous learning has become especially topical in the times of coronavirus pandemic (about synchronous and asynchronous learning, see, for example, [4]. Due to coronavirus danger in 2020 and on and considering health-safety measures, educational institutions had to shift to and immediately organize on-line learning for their students everywhere. On-line classes have become the form of teaching and learning process that provided direct and close communication between teachers and students. The advantages and achievements of this form of teaching and learning process have been stated by the researchers in pedagogy and methodology of teaching, for example, [2, 3].

But, at the same time, the scholars underline the disadvantages of technology mediated form of conducting classes [1]. Among the disadvantages are different technical opportunities for different students, not enough experience and skills in using all available technological possibilities, different level of students' motivation and concentration to work online, and, what is essential for ELL, different personal students' background.

It is not a secret for all teachers that not all students can be seen during on-line sessions with the teachers. Very often teachers have to assure themselves if the student is present and work actively in a virtual sessions from time to time asking questions, like "Petrenko, are you here?", "Can you hear me?", "Present yourself,

instead of hiding behind the avatar”, etc. So, the students’ motivation to be actively involved in on-line learning, perform necessary activities and produce desired result is one of the most actual problems that teachers face working on the platforms Moodle, Zoom, Google Teams, etc. during distance learning.

As the experience shows, sometimes either technical problems or lack of efficient device prevent students to actively participate in on-line session. But also, their can be problems of individual character, that is, some students are low motivated to learn the material, some of them can not catch up with the group for some time and then can just give up, also some everyday problems can distract students from active learning.

Here we want to consider some ways and methods to keep students’ attention during on-line sessions and make their engagement into the studied material more effective. We can classify such methods as formal (official) and methodological according to the source of enhancing students’ motivation.

Thus, formal methods of students’ active participation in on-line class mean they strive for their good official results on the subject (points, marks) they can get during the class. In the institutions of higher education the system of rating acts. The more active and confident the student is the more points he or she gets, the higher his or her rating is. In this case the teacher can apply authoritative approach and remind inattentive students about their academic duties and obligations.

The methodological ways include teacher’s skills and abilities to design classes in a way to motivate students as much as possible. The content of the class should be thought over thoroughly. The material should be structured properly, delivering the material should be less standard, tailoring some time for entertainment, fun, contest-based tasks, quizzes, games, etc. Earlier prepared tasks, presentations, quizzes can be done using such services as Kahoot, Pear Deck, Google Jamboard, Padlet, Miro Board and others. These programs and tools are specially designed for effective collaborative teaching and learning and they can in a great deal contribute to the students’ active engagement and participation. Moreover, these programs allow the

teacher to consider students' different level of foreign language knowledge and, thus, personify the tasks.

To achieve constant students' engagement and active participation in a virtual class and designing an on-line lesson the teacher should always mind interactivity and collaboration with the students. Moodle services have the instruments for conducting forums, chats, services, messages, etc. For example, Zoom platform allows teachers to organize real time video conferences, meetings, meeting recordings, live chat, share the screen, create break-out rooms for small group works, which in many ways facilitate and substitute in-the-classroom lessons. Interactive presentations with the immediate feedback, commenting, questioning will allow the teacher to monitor students' engagement and to keep up their interest in the subject. Even if the lesson is conducted virtually in real time, it is necessary to give students proper home assignment and get a feedback from them. To all mentioned above tools and instruments such possibilities can be added as messengers, social networks, teacher's site or others which allow constant interaction.

Thus, to achieve the students' active engagement and participation in on-line lesson teachers can use different available instruments, differentiate the tasks and constantly monitor their fulfillment by the students, evaluate them and mind the time management.

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**Лексичні засоби вираження експресивності у мовленні викладача
англійської мови**

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Експресивність мови педагога є однією з невід'ємних умов успішності мовної взаємодії у рамках освітнього процесу. Виділення мовних засобів, що створюють емоційне забарвлення висловлювання і визначення їх функцій дає можливість встановити особливості емоційної мови. На відміну від нейтральної, емоційна мова, на наш погляд, характеризується більшою апелятивністю на рівні прагматики, більшою категоричністю оцінки на рівні змісту і особливою структурною організацією на рівні форми [1, с. 2].

Експресивність мови викладача англійської мови виконує додаткове навантаження: вона занурює студентів в емоційний світ іншої культури і надає автентичність спілкуванню. Як відмічають дослідники експресивності, вона може виражатися різними засобами. На синтаксичному рівні експресивність мови пов'язана з використанням окличних, наказових, умовних конструкцій, незавершених речень, риторичних питань, вигуків, анафор, епіфор, інверсії. На