**DISTANCE LEARNING IN PRIMARY SCHOOL UNDER THE CRISIS CONDITIONS**

Adonina L.V., Sevastopol State University, Russia

**ДИСТАНЦИОННОЕ ОБУЧЕНИЕ В НАЧАЛЬНОЙ ШКОЛЕ В УСЛОВИЯХ КРИЗИСА**

Адонина Л.В., Севастопольский государственный университет, РФ

*In this paper issues of online teaching in primary school are considered under the conditions of Covide-19 pandemic.*

*Keywords: primary school, Covid-19, pandemic, teaching, online*

The Covid-19 epidemic has forced many primary education to shut their doors for a period of time. In a number of institutions, elementary school, and colleges, face-to-face instruction has been phased out [1]. In the case of educational activities, this has had a detrimental effect since social distance is critical at this time. Educational organizations have attempted to develop alternate methods of dealing with this difficult situation. This closure prompted an increase in the number of online educational activities, ensuring that there would beno disruption in educational activity. Many faculty members have been engaged in determining the most effective ways to provide online course content, engage students, and conduct assessments. This catastrophe had led to the acceptance of the new technology by organizations that had previously been opposed to it. When it came to dealing with the present circumstances, the educational sectors found it especially challenging. Instructional Design and Online Learning Pedagogy in online learning, students are responsible for the bulk of the work; instructors talk less, provide less lecture time, and listen to or read more student-led discussions than in traditional learning [2]. Student interest in a class topic can be aroused through effective teaching strategies, which also include engaging students in learning, developing two critical learning skills, keeping students on task, fostering sustained and useful classroom interaction as well as enabling and enhancing the acquisition of course content. Garrison and Anderson [3] identified three interdependent aspects that frame the educational experience, namely social, cognitive, and instructional presences, and explained how these dimensions interact with one another. Garrison & Anderson also identified three interdependent aspects that frame the educational experience, namely social, cognitive, and instructional presences. Garrison & Anderson created the Community of Inquiry (CoI). Model, which has been widely utilized in online education and sponsored by a wide range of organizations since its inception in 1995. As indicated by the model, when there is evidence of sufficient amounts of the various component presences of the technique, it is thought that deep and meaningful learning has happened, as opposed to just retaining information. This paradigm, according to, is one of the most successful pedagogies for online learning because it puts a high focus on teaching, social interaction, and cognitive present in the learning environment. Teaching presence is defined by Budhai and Williams [4] as the responsibility of guiding, planning, and leading the learning process over the duration of a class session. Each member of the faculty is familiar with the course structure and the systematic organization of course materials, which includes weekly video lectures as well as assignments, readings, discussion boards and other means of contact. It is via the use of direct teaching, in which professors produce short but important video content and engage consciously in discussion forums that instructors have the opportunity to be physically there and share their knowledge and experience with the community. The degree to which a professor is engaged in the course's strategic design and outcomes determines the extent to which he or she is present during class. That which is needed is being present as the one who is responsible for the learning process via the alignment of course material and the personal commitment to participate in the learning process that is required. The degree to which a student's true self is displayed and perceived in an online course is referred to as social presence in this context. Social presence is the term used to describe the task of creating camaraderie and a feeling of belonging in online classes. It is the responsibility of instructional assistants to help in the creation of course content that will engage students in coherent relationships and a feeling of belonging with their peers in the group. In order to do this, instructors should promote collaboration and nurture the development of a community of learners who support one another and contribute to the improvement of social interaction among students.

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