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**FROM BLENDED LEARNING TO ONLINE TECHNOLOGIES
IN TEACHING ENGLISH AT NON-LINGUISTIC HIGHER EDUCATIONAL
ESTABLISHMENTS OF UKRAINE**

Summary

The implications and effects of the Covid-19 pandemic on the world educational community and the necessity to keep social distancing requirements and lockdown rules have sped up the course of evolution in education, causing rapid transition from Web-enhanced learning processes through blended language learning techniques to fully online learning. When traditional face-to-face communication between teachers and students became impossible, the learning process switched to online and distance learning tools, which considering the need for communicative demand of foreign language teaching methods, produces necessity for particular attention and concern.

The primary objective of the article is to analyze different distance learning tools and technologies as well as videoconferencing software in order to evaluate their benefits and adaptability to teaching English for Specific Purposes needs. The study used a number of general research methods: systems analysis – for disclosure of psychological-pedagogical and educational-methodical research results on the technological direction of the modern methodological conception; analysis and synthesis – to study the stages of technological influence on the foreign language teaching process; comparative analysis – to evaluate the most popular and commonly used distance learning and videoconferencing platforms. Generalization and prognostic methods have been applied for conclusions formulation.

The article analyzes stages of technological influence on the teaching a foreign language process as well as clarifies definitions of related to it notions (web-enhanced, blended, hybrid, fully online learning). It specifies advantages and disadvantages of synchronous and asynchronous learning tools, dwells on positive and negative trends in fully online versus face-to-face EFL teaching process organization. A study of videoconferencing platforms like Zoom, GoogleMeet, BigBlueButton and an analysis of their applicability to teaching English needs has been carried out. Conducted analysis of distance learning tools, online teaching technologies as well as videoconferencing software is of practical importance for foreign language teachers who organize online language classes and can be applied for teaching English for Specific Purposes needs. Further research will be needed to analyze the characteristics and features of an array of distance education platforms as well as videoconferencing software that did not fit into the scope of this article.

Keywords: technological influence, face-to-face/ web-enhanced/ blended/ hybrid/ fully online learning model, synchronous/ asynchronous tools, distance education platform, videoconferencing software

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