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THE CODE OF ETHICS FOR ESL TEACHERS AND STUDENTS AT UNIVERSITIES AS A POSSIBLE INSTRUMENT OF EFFECTIVE ONLINE TEACHING AND LEARNING PROCESS IN PANDEMIC CONDITIONS TODAY

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Introduction. The pandemic Covid-19 nowadays has completely changed the main vector of higher education all over the world. It forced the society to search for new effective ways of forming comfortable methods of the teaching and learning process at universities. Teachers and students have got a challenge of applying distance and online education in their lives. They came across a lot of problems, ex. educational, emotional, economic etc. Uncertainty is, probably, the main thread for the participants in spreading and getting knowledge today. Teachers of English as a second language (ESL) have the same problems. Spring and autumn experience of teaching English at universities in Ukraine has already proved it.

Aim. The objective of the research is to find a special additional instrument to make the online process of teaching and learning ESL at universities comfortable, easy, motivating and not so much time consuming. In this case pedagogical, psychological and managerial teacher's skills could be shaped, as I think, into a form of a special guide, for example The Code of Ethics for Teachers of ESL and Students in time of pandemic Covid-19.

Materials and methods. The research is based upon the experience of my colleagues at some universities and colleges as well as personal teaching experience, questionnaire survey of both teachers and students, various teaching materials, scientific researches in pedagogy, psychology, methodology of teaching ESL, time

management. As for the scientific methods, analysis, synthesis and comparison were used to draw a conclusion of the research.

Results and discussion. Some higher educational establishments have already worked out a Code of Ethics for Teachers and Students but it deals with all disciplines and can be applied in traditional model of Ukrainian education: class and lesson one. Usually it outlines teacher's and student's duties and rights at University and possible ways of solving problems connected with ethical conflicts between them. It can also have some additional clauses about resisting various types of discrimination to provide equal rights and possibilities between males and females at the establishment. Online education did make proper adjustments to the educational process. Thus, poor access to the Internet, lack of informational, technological and financial support of the participants in the education process, absence of psychological assistance for students and faculty, low level of students' motivation to study, growing number of dangers of the Internet environment and health problems have led to the strong need of global changes in the whole system of higher education. Such changes must help guarantee equal access of students to higher education.

The more so, current pandemic conditions can stimulate universities' transformation toward high quality of the educational process and mobility of their participants, certain freedom in means of study and time management. To solve the current teaching and learning problems any Code of Ethics for Teachers and Students urgently needs proper changes.

Thus, talking about time management, it can be worth working out specific rules for both teachers and students. It is very important because they could help "organize and plan how to divide your time between specific activities. Good time management enables both teachers and students to work smarter – not harder – so that you get more done in less time, even when time is tight and pressures are high. Failing to manage personal time damages effectiveness and causes stress" [1]. Among the most vital – follow the schedule, be in time for virtual classes, set a deadline for all kinds of activities (doing tests, self-study, doing homework tasks,

working off missed classes, defending projects and course works etc.). All the participants of the educational process must clearly distinguish between working hours and holidays. Sending homework to and by the teachers after 6 p.m. or at the weekend must be prohibited.

As for the ethical clauses some of the important (as my experience shows it) are those dealing with dress code. If teachers are conscious enough to be dressed up, students are not aware of being dressed according to the business etiquette. This must be discussed before the beginning of online study. Probably, it would be worth informing students about time management and the requirements as for the most important ethical points in written form, against their signature.

When speaking about pedagogical and psychological clauses of the Code of Ethics for ESL Teachers and Students, they could be divided into two groups: those dealing with the teachers' and students' behavior and those connected with the teaching and learning process.

Among the first group some of the most crucial for all the participants are: always stay friendly and calm, be polite, patient and helpful, cheer up those who are in bad mood, have a sense of humour (trying to maintain a funny and exciting atmosphere where students are engaged in and at the same time avoiding any conflict situations as well as misunderstanding), be confident in your own abilities, encourage to listen to the speakers attentively and not to be afraid of speaking up in any situations no matter how unpleasant they could be, impartial attitude towards students (for example, a teacher sees a new group of students for the first time that is why this can mean that there is no real sure way to know the true level of a student's English skills) [2], be responsible and ready to develop educational skills, academic honesty (for example, there might be a parent who whispers answers) [2].

The second group of clauses is considered to be the most important for the ESL teachers primarily because online study is a sort of challenge for them in a new system of education when these methods prevail over the traditional ones based on class and lesson learning.

The teachers of ESL have to rely heavily on technology: check on their equipment to make sure they have a stable Internet connection, that volume controls and the microphone are working well, and that the device they use is charged so that it does not die in the middle of class. There also may be technical difficulties on the child's end that a teacher does not have control over [2]. Students face the same problems too and the worst thing is that teachers cannot take control over it. Mastering new computer skills becomes crucial for the participants of the English teaching and learning process. In this case interactive methods of education are surely very effective.

Thus, new online-learning platforms and instruments can come in handy. They may be applied in cell phones, computers, laptops and tablets. Among the most popular are CenturyTech, Edmodo, Google Classroom, Moodle, Scooler etc. Massive Open Online Course (MOOC) Platforms will make ESL teachers' work easier, more interesting, exiting and funny. They are: Coursera, EdX, Future Learn, Canvas etc. Online educational content could be successfully presented by YouTube, Teams, Skype and Zoom etc [3]. If a teacher uses Viber messages to have a class of English and the whole group of students type and send their answers during an hour and a half this should not be considered a class and it must be, to my mind, prohibited. English textbooks with interactive content (for example, MyEnglishLab from Dinternal Education) could provide an effective educational environment for both teachers and students at universities.

Conclusions. In this research an attempt has been made to highlight the main problems of teaching and learning English as a second language in the pandemic conditions at universities in Ukraine. The research showed that to solve the problems English teachers face, it would be worth adding some specific clauses to the Code of Ethics for Teachers and Students (those of pedagogical, psychological, managerial character) which would make the teaching and learning activities of both ESL teachers and students more effective in response to modern educational tendencies.

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