THE CONCEPT OF PERSONALIZED COMMUNICATION IN THE COURSE OF UNIVERSITY-BASED TRAINING WITHIN REMOTE TRAINING DURING COVID-19 QUARANTINE: COMPONENTS AND TOOLS

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Abstract

The paper aims to explore components that form the concept of personalized communication and tools that contribute to enhancing personalized contacts, provide grounds for students and teachers' mutual engagement in training within the context of unscheduled move to remote training during COVID 19 quarantine.

The research design integrated the analysis of the relevant literature and empirical observation of the students' and teachers' activities, as well as the discussion thereof during the regular department meetings in the course of spring and autumn terms of 2020.

The paper summarizes the data from the academic literature and the experience of the author who held classes in ten groups every week, including on-line contact hours and homework checking procedures with further comments to the students.

The research findings reveal that the maintenance of personalized communication becomes critical for the psychological stability in the on-line classroom. The teacher's personal focus on every student's needs helps each student maintain his or her social self-identity in terms of personal capacity for studies, academic progress, interaction with teachers and peers in the learning group, etc.

The choice of the adequate communication techniques plays a significant role in the above. These techniques need tailoring to a particular theme of the learning module, students' feelings and moods, etc.

The above data leads to the conclusion that remote training during in the period of health emergencies cannot limit the discussion to the actors' digital skills, the institution infrastructure capacities, administrative regulations, and operation management. The teachers' capacities to tune the communication to emergency contexts of training are crucially important. Therefore the university leadership should be aware of this aspect, as well, to be able to provide the necessary support and tools

Keywords: personalized communication phenomenon, emergency settings, COVID 19 university-based remote training

1 INTRODUCTION

The concept of personalized communication gets specific attention during emergency situations as they sharpen the feeling of societal uncertainty, make the individualized needs more obvious, puts on the agenda specialized digital devices for particular target audiences, etc. (Gmelch et al., 2020; Janakiram et al., 2020; Hofeditz et al., 2019).

The latest research confirms the importance of consistent educational institution communication policies and practices with regard to different target audiences in the course of emergency situations. Such kind of actions maintain the university academic community awareness of the university action plans and its

implementation during the current pandemics, for instance (Atabekova, 2020).

During the COVID 19, the concept of personalized communication among teachers and students has become a topic for consistent discussions as the concept turned out to be linked directly to the education management issues (Brammer, Clark, 2020). Both researchers and educators tried to identify the components of this concept in new realities, and tools for its efficient implementation into the emergency shift to remote learning (Adedoyin, Soykan, 2020).

The research goal is to explore components that form the concept of personalized communication and tools that contribute to enhancing personalized contacts, provide grounds for students and teachers' mutual engagement in training within the context of unscheduled move to remote training during COVID 19 quarantine.

The research design integrated the theoretical analysis of academic publications and empirical data that was integrated from teaching experience of the author and her colleagues from the Foreign Languages Department at RUDN Law Institute (Moscow, Russian Federation), observation of the students' and teachers' activities, as well as the discussion thereof during the regular department meetings in the course of spring and autumn terms of 2020.

The description of empirical findings rests on the author and her colleagues, activities who held classes in ten groups every week, including on-line contact hours and homework checking procedures with further comments to the students.

The paper explores the hypothesis that during COVID -19 shift to remote learning the concept of personalized communication between the teacher and the students should be viewed as a comprehensive phenomenon that integrates diverse components and tools.

2 RESULTS AND DISCUSSION

The section provides the components of the personalized communication during COVID 19 remote teaching.

The items below emerged in the course of academic literature analysis and the author's discussions with colleagues during the regular sessions of the RUDN Law Institute Department of Foreign Languages.

Information perception, processing, and its personalized reconstruction in a reasonable way by students.

Scholars mention that there is a risk of turning on-line learning process into a simple informing process. By informing, we communicate certain information, raise awareness, or contribute to students' orientation in something. However, learning presupposes a qualitative change in the subject of knowledge and its development. Therefore, the teacher is supposed to activate a reflective component and the process of students' comprehending the received content and not just its reproduction (Zou et al., 2020).

Teacher's feedback to students' activities and manifestations

Development in the learning process occurs as a result of social interaction with other people in a "here and now" situation. Online learning in itself does not imply such interaction. It often turns into either a teacher's monologue or the teacher's/ students' questions and answers through the chat. Therefore, it is necessary to especially think over such formats of work, in which social interaction will be organized - a special controlled social environment (Mahmood, 2020).

Students' engagement in learning

The engagement is an obvious challenge. Essentially, the learner acts as a passive listener/reader. This leads to rapid fatigue, the loss of attention, many extraneous distractions arise. As a result, these traits entail a loss of interest in the learning content. Mainly visual and auditory memory is involved. Therefore, during the remote learning, special methods of engagement should be thought over, namely shorter segments of the teacher's / students' speech, more frequent changes in activities, individualized and interconnected assignments for students (Sokolovskaya, 2020).

Students' motivation to learn

Remote learning presupposes the presence of a stable internal motivation of listeners to learn, self-motivation, a formed habit of learning, moreover, learning on their own. Otherwise, such training will be only formal in nature, will not stimulate development, or will not take place at all. The empirical activities of the author confirm that the invitation of external (foreign) specialists from the Language Industry can contribute to students' motivation, their stronger engagement in the learning process. This practice correlates with the

accepted thesis on the Internationalization at home (Atabekova, 2016).

Students' networking

Networking is one of the most significant motives for remote learning. Online techniques themselves do not contribute to networking by themselves. It is people who make it work. Therefore, it is worth considering the tools to ensure networking implementation in practice. Scholars agree that networking is crucial during Covid-19 caused remote education (Shim, Lee, 2020). However, the author's personal experience reveals that much depends on internal readiness of the group members to the respective activities as part of the learning process and not just entertainment.

Students' self-discipline

Remote learning requires a high level of self-organization from the student. The teacher is expected to discuss with students such issues as the allocation of special time slots for learning activities, plan their work schedule, etc. All these stages require willpower and self-discipline. Therefore, it might be useful to discuss these issues with students and return to the topic in the course of studies.

Consistent learning activities

Remote learning often turns into uneven learning, with pauses and postponed activities. therefore, the teacher should personally communicate with each student when monitoring his/her online training. Such support should be based on a person-centered approach. At the same time, both the teacher and the students should comply with deadlines, the sequence of actions, and the overall content and context of the entire program (Romero-Ivanova et al., 2020).

Support for the emotional background through learning

When teaching online, it is important to think about how emotional contact with the teacher will be provided, how the energy exchange with both the teacher and with other group members will be reached and maintained. It is essential and natural in classroom teaching. In the classroom, the teacher's art and skill in managing the attention and emotional state of the audience is clearly manifested. Therefore, it is important to maintain eye contact and personalized forms of addressing to the audience members in the course of remote teaching (Khudov et al., 2020).

Live communication

Direct interaction with the teacher, fellow students includes associative thinking, which contributes to better assimilation of educational material, improves the quality of feedback. It is possible to promptly ask questions and immediately get answers to them. the teacher can make students get involved in a dialogue, exchange opinions, provide argumentation, etc. In line with this statement, scholars mention the efficiency and value of video conferencing during COVID19-related remote teaching (Kristóf, 2020).

Positive competition among students

In classroom teaching, there are always student leaders who stimulate positive competition among peers and act as the driving force of competitive collaboration. This ensures socialization and group dynamics, providing interchange, mutual influence, and mutual enrichment of participants in the learning process, the formation of new ways of action, new behavioral models. Online separation of group members creates obstacles to this process. And this is another challenge that requires new forms and methods. Therefore, a particular attention should be paid to the forms of assessment as tools for motivation and competition (Robiasih, Lestari, 2020).

3 CONCLUDING REMARKS

The above data confirm the hypothesis that during COVID -19 shift to remote learning the concept of personalized communication between the teacher and the students should be viewed as a comprehensive phenomenon that integrates diverse components and tools

The research findings reveal that the maintenance of personalized communication becomes critical for the psychological stability in the on-line classroom. The teacher's personal focus on every student's needs helps each student maintain his or her social self-identity in terms of personal capacity for studies, academic progress, interaction with teachers and peers in the learning group, etc.

The choice of the adequate communication techniques plays a significant role in the above. These techniques need tailoring to a particular theme of the learning module, students' feelings and moods, etc. In

general, the practice of foreign languages remote teaching due to COVID 19 confirms that the concept of personalized communication in emergency settings can support the University academic excellence, that is the mainstream of national higher education policies (Atabekova et al., 2016) despite any circumstances and challenges

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