PSYCHOLOGICAL COMPONENT OF REMOTE LEARNING

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ABSTRACT:

Every year the number of information and communication technologies that integrate into the field of education is increasing. The transformation of the learning process into a more flexible and dynamic process is observed. This process has an impact on the psychological component of learning, which requires careful study.

KEYWORDS: distance learning, academic learning, online learning, e-learning, mobile learning, learning model, synchronous learning, asynchronous learning, educational environment, information and communication technology, motivation for learning activities, mechanisms of the impact of informatisation on the psyche.

INTRODUCTION:

The idea of distance learning (DL) is not new. One can trace a surge in the popularity of distance learning whenever a new information transfer technology appears - the organization of the work of post offices in most countries of the world, the invention of radio, telegraph, telephone, television, and the Internet. This is due to a change in the methods of archiving information - writing, typing, translating information into binary code or digitizing. Acquiring, as a result of progress, any of the technologies mentioned above for the transmission and storage of information, mankind has stubbornly adapted it for educational purposes.

Synonyms for distance learning in its current manifestation are online learning, e-learning, mobile learning. Online learning is based on the type of interaction between participants in the process; e-learning is based on the type of information presentation, digital display of information and the broadcast environment; mobile learning - ubiquity handheld access.

Distance learning is inextricably linked with education and can be implemented in a synchronous and asynchronous form [1]. This division is based, as the name implies, on the synchronization of receiving and sending information between subjects and objects of interaction. To put it simply, synchronous learning is when information is received and transmitted almost simultaneously. This includes a lecture, a webinar, now popular live broadcasts on social networks, chats. That is, the tools with the help of which the listener (reader) receives information immediately and has the opportunity to ask a question or complete the teacher's task. Asynchronous learning assumes the delay in receiving information. This can include reading textbooks, articles, blogs, websites, and interactive presentations, taking e-courses, tests, assignments and exercises, watching a recorded video, or listening to audio recordings.

The synchronous format is more familiar and understandable for most representatives of the generation born before the digital age, or for those who are poorly versed in new technologies. In addition, people with a predominance of extroverted traits prefer the synchronous format and, conversely, representatives of the digital generation prefer teaching and learning by choosing an asynchronous format. Such people are less attuned to social interaction in the classical sense. It is easier for them to write than to tell in

words; read or listen to a recording, watch a video, than attend a lecture. They have their own rate of reception and transmission of information.

Using only synchronous or asynchronous learning leads to a decrease in the effectiveness of the educational process. For example, people who prefer their own pace, or those who need live communication to assimilate information, will perceive the same learning content differently. The best solution is definitely to combine or use both formats in parallel. For example, the e-course is complemented by a webinar, during which the emphasis is orally on important points, an opportunity is given to ask a question to the teacher, problematic points are spoken out.

Classical academic teaching usually offers a synchronous format (lecture) as the main one, and asynchronous as an additional one.

Currently, there are practically no studies that comprehensively reveal the psychological conditions for organizing distance learning. The very concept of a telecommunication computer educational environment has not yet received due consideration from a psychological standpoint. It is unclear which specialties can be taught in a telecommunications educational environment, and which ones are impossible or partially possible. The issues of distance education have not yet had a proper psychological justification [2].

Within the framework of educational psychology, the tasks of group and individual distance learning arise; development and application of training programs; game models for training psychological qualities; recognition and study of a new, special type of giftedness of children and adolescents - giftedness in the field of information technology; assessing the possibility of transferring knowledge and skills acquired in a virtual environment (for example,

in games) into real life. The psychological mechanisms of the influence of informatization on the psyche (analogy and assimilation, reversion, exution) can have an ambivalent and completely unclear effect on the result of distance learning [3, 4]. With all this, the role of the teacher in the distance learning process should not be underestimated. If the student understands that his results are interesting to the teacher, then having timely feedback helps to maintain and increase motivation. Feedback should be targeted and supportive. The teacher should help in solving problems, control the understanding of the material, point out the shortcomings of the work, but at the same time be sure to note the student's successes and achievements. We must not forget about the methods of negative motivation, which are an important factor of influence and assistance in the learning process. They are intended for those who do not pay enough attention to learning or do not have sufficient self-discipline and self-organization skills. Examples of negative motivation include: the inability to provide work after the period specified by the teacher; passing a more difficult test if the deadlines for completing tasks are not met; low position in the group's rating; performing additional tasks in case of non-compliance with the requirements.

The differences between distance learning and traditional learning become more clear if we consider them from the point of view of the forms of interaction between a teacher and a student. The traditional teaching model is based on lecturing, conducting seminars, laboratory and various game types of classes, organizing students' independent work and other forms of work. The training base is a book and a teacher as an interpreter of knowledge. Distance learning is focused on introducing fundamentally different learning models into the educational process, involving conferences, independent work of students with information

fields from various knowledge banks, design work, trainings and other activities with computer and non-traditional technologies. The source of information in this model is various databases, the coordinator of the educational process is the teacher, and the interpreter of knowledge is the student.

Does the quality of learning material in distance learning differ from full-time education? Sure. The main argument in favor of DL is that it is possible to study at an acceptable pace at the most convenient time and with an optimal physical condition. That is, learning happens when you can and want to learn. Materials and lecture content can be viewed an unlimited number of times, which is also a difference from face-to-face classes. As for the disadvantages, with distance learning, all the material has to be studied independently. This requires discipline and willpower. Social and communication skills are not developed during such training. It also doesn't suit areas that require a lot of practice. For example, medicine or physics. Distance learning is most common among future IT professionals The specificity of interaction in the information environment has pronounced features: the possibility of simultaneous communication of a large number of people located in different parts of the world, and at the same time, the impossibility of using most of the non-verbal means of communication; impoverishment of the emotional component of communication, etc., which leads to the development of new norms of influence and the emergence of a kind of Internet etiquette.

The existence and successful functioning of a person in a new psychological environment imposes a number of specific requirements on him: the ability to isolate and filter information from a large information flow, the ability to concisely, accurately and competently formulate messages or requests, the ability to correctly distribute the load and quickly process the information received.

"In this situation, the teacher can guide the student in his cognitive activity. This is the creative educational process in which the needs for unity and creation are realized. We can conclude that, despite all the reform processes in the system of higher public education, the introduction of information technologies in the educational process and new information and communication forms, including the format of "independent learning", "learning on-line", etc., the need expanding the range of educational communication in the format of "direct" communication with the teacher does not decrease. It should be emphasized that modern young people still have a need not only to acquire knowledge, but to acquire it in the process of communicating with a teacher "[5, p.10].

The desire to become a highly qualified specialist and ensure the success of professional activity is one of the most important factors in increasing the motivation of educational activities. The distance education system provides equal opportunities for schoolchildren, students, people with impaired health, the disabled, the unemployed, civilian and military professionals in all parts of the world to realize their human rights to education and information. The paradigm of education is gradually changing towards student-centered learning, while distance learning is currently a promising, rapidly growing and effective education system. The Internet enables students to independently study a variety of information sources, including foreign ones. A student can "visit" many domestic and foreign universities in a short time, while simultaneously finding the necessary information and, possibly, establishing personal contacts.

But at the same time, certain changes in the psyche of students occur. In distance

education, impersonal communication dominates. Any, even "live", communication via the Internet is only an indirect communication. Personal, truly lively communication remains behind the scenes. Orientation to technical means, to the virtual environment, constant concentration on the monitor screen, prolonged involvement in the virtual world cannot but affect the student's inner state. The Internet is no longer just a system for storing and transmitting extremely large amounts of information; it is becoming a new psychological environment and a sphere of human life. A whole series of new psychological formations (interests, motives, needs, attitudes, forms of psychological and social activity) are emerging that are directly related to this new space, which, of course, should become the subject of more and more active scientific interest.

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