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ORGANIZATION OF STUDENTS' WORK IN THE CONDITIONS OF DISTANCE LEARNING

Abstract. *The article draws parallels between traditional, part-time and distance learning. The peculiarities of the process of organization of distance learning of students in higher educational institutions are determined. The positive and negative aspects of the organization of the distance learning process are outlined. The role of independent work for effective mastering of knowledge by student youth is analyzed.*

Key words: *independent work, student youth, distance learning, educational platform, distance education.*

Formulation of the problem. Today's world realities form a demand for the education of a new generation of student youth with creative thinking and mobility skills in decision-making in various spheres of life. Forms of work with students who need to take into account the processes of introducing information technology into educational practice also need to be changed. Hence the urgency of the problem of distance learning, which is that the main concentration of the results of the social process is concentrated in the information sphere, which allows to support the process of updating and improving the professional knowledge of teachers. For student youth, this process is associated with the organization of

independent work in the distance learning system within the frame of the credit-module system of educational process.

The purpose and objectives of the study. The main purpose of the study is to analyze the psychological component in the organization of independent work of students in terms of distance learning.

Presentation of the main material. The technology of distance education is a set of methods, forms and means of interaction between teachers and students in the process of independent but controlled mastering of a certain amount of information by students and the formation of profile knowledge in them [2].

One of the priority tasks of the modern system of distance education is to create conditions for the possibility of providing national access to different levels of educational resources through the use of the latest information technologies and creating real conditions for students to realize their civil rights to education [4].

It is important to note that distance learning is not synonymous with part-time education, where the student communicates directly with the teacher in lectures and profile exams during sessions, while the entire amount of information is almost fully mastered by him (her) independently. The system of distance learning involves the presence of direct and constant communication between teacher and student through a system of advanced information technology [3].

An important advantage of distance learning is the opportunity to organize the process of interaction with student youth, taking into account their real level of training and abilities. To this end, it is possible to use alternative websites with additional information on complex topics, and also apply the latest methodological developments with a parallel division of material into completed modules, which can be studied depending on the abilities of each individual student and study group as a whole.

Distance learning has a number of characteristics that distinguish it from traditional and other types of organization of the educational process. Having analyzed a wide range of scientific approaches to this issue, we have identified several common features that are noted by most experts in this field of knowledge.

One of such features is the interactivity of learning. Its capabilities are used in the system of transmission and receipt of information by students, allowing high-level feedback, creating conditions for dialogue and ongoing support, which are quite problematic in most traditional educational systems. An equally important feature is the flexibility in the learning process of students who receive education in a distance format. This applies to the choice of educational institution, as well as the place and time of study. Students get a real opportunity to not be present in person at classes, but study at the most convenient time and in a place that is convenient and comfortable for them [1].

The modular principle of construction of educational material allows creating a separate curriculum from a selection of independent module courses, which has all the chances to meet the current needs of student youth. An important feature of distance learning is its individualization, which allows you to choose an individual study program with an individual plan that would meet the real needs of a student, who has a unique opportunity to choose the sequence of mastered subjects based on individually designed schedule.

We also must note the cost-effectiveness of distance learning, which is reflected in the effective use of educational platforms and technical means; such system is concentrated on standardized provision of educational information using computer modeling, which reduces the cost of training of the professional specialists. With such an organization of the educational process, the problem of purchasing textbooks and other educational materials is leveled. A characteristic feature of distance learning is the use of new advances in information technology, which create conditions for the integration of students into the global information space, thus mediating the process of learning technology. In turn, such information support of the learning process allows students to access a set of various educational materials in a new format, which is provided by an electronic form of the resources taken directly from the server of their institution, as well as other Internet portals and educational platforms. An important advantage of distance learning is its parallelism, i.e. the possibility of its organization together with

professional activities without separation from production or any other type of activity (for example, training in another specialty) [1].

Considering the psychological context of the problem of organizing the distance learning in the realities of modern Ukrainian institutions of higher education, it is important to note the new roles that emerge for all participants of the educational process. In particular, a new role has to be played by the teacher, who must become more mobile and technologically advanced compared with the requirements of the traditional education system. The teacher in the distance learning system must perform several functions: coordination of the cognitive process, work on the correction of the distance course, advising on drawing up individual curricula, the use of specialized technologies, preparation of distance interviews with students etc. [2]

Along with the increase in the amount of functions performed by a teacher, there arises a problem of intellectual property of information content used in the process of working with students. As a rule, every teacher has such methodical materials. They are developed on the basis of their own pedagogical scientific and methodological experience, and when these materials get into the Internet space, they automatically become publicly available not only for students but also for other users of WEB-portals. As a result, many teachers get a kind of psychological barrier against the development of new educational and methodical materials. This makes the problem of intellectual property protection of materials used by teachers when working with distance learning courses relevant [1].

It is needed to note that an important condition for increasing the efficiency of the learning process is the psychological, theoretical and practical readiness of students to work independently. The process of self-acquisition of knowledge in the distance learning system does not suggest a passive character. In accordance with the model of distance learning, from the very beginning the students get engaged in active cognitive activity, which involves the use of knowledge gained in the process of working on the course to solve various problems in their practical activities [2].

The main problems in the organization of teacher-student interaction in the process of distance learning are related to technical aspects: lack of technical communication capabilities of users, problems with Internet speed, lack or difficulty in using software, and sometimes even lack of personal computers in some students.

Conclusions. The organization of the learning process through distance learning in the realities of the modern world is an important and priority area of the educational process. Distance learning creates a space for effective interaction between teacher and student through Internet technologies and telecommunications systems. It requires consideration of various factors and variables that should be based on the latest advances in pedagogical and psychological science.

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