

FOSTERING SELF-AWARENESS AND RESPONSIBILITY OF STUDENTS IN DISTANCE LEARNING

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In the light of recent world changes, it should be noted that the role of higher education pedagogical education has not changed much. Its goal remains the formation of a personality focused on self-improvement, the achievement of professional success. The labor market requirements for a university graduate will only increase; therefore, future specialists should acquire new personality traits that ensure their competitiveness.

New requirements are imposed on the training of such a specialist in the conditions of distance education, both for the organization of training and for the student himself.

Since the didactics of distance learning is focused on the active position of the student, on his desire for self-education, the center of our research is focused on the issues of self-control and self-awareness among student youth in conditions of distance learning.

M.A. Uddin in his works pointed out the existing advantages of distance education, since it gives an opportunity to get higher education for a wider circle of young people. He also emphasizes that the student must have such skills as self-education, self-control and a culture of mental work. However, he does not indicate the ways of formation of these qualities in students.

It should be noted that the theoretical foundations of distance education have been in the field of view of scientists from different countries over the past 40 years.

Among them are the works of R. Delling - professor at the University of Tübingen, Germany. He pointed out the importance of two-way communication in distance learning and he urged teachers to help students in providing didactic materials.

Ch. Wedemeyer noted in his works the development of self-education skills in students and an increase in motivation to gain knowledge at a distance. He called for creating an environment of independence for the student and giving him a choice of the pace of learning. He also offered to develop individual directions depending on the prevailing circumstances of the student.

As this analysis of the literature shows, the question of the significance of the level of self-awareness and responsibility of the student himself in the process of distance education has not been sufficiently developed. The lack of pedagogical techniques to stimulate students' motivation to acquire professional knowledge and develop their level of self-awareness while studying at a distance creates a need for research in this direction.

The rapidly developing distance education makes its own demands on the personal qualities of the subjects of this process. Central to this is the student himself, his ability to understand the need for self-discipline and responsibility in distance learning. This is of particular importance for students of pedagogical universities, since the modern labor market places high demands on the level of information culture for future specialists.

Practice shows that many students have problems in prioritizing their activities. This is due to the weak skills of self-education and self-education and, as a result, low motivation to learn. At the same time, as we noted above, there is no clear methodology for educating self-awareness, pedagogical technologies in distance learning are more focused on the didactic component of this process.

In the formation of personality, the most difficult thing is introspection and correction of personal qualities on your own. However, in the psychological sciences it is indicated that from adolescence, a person is able to draw up programs for personal development for himself. Therefore, teaching students to be more responsible, independent in the study of scientific material, to master the technique of time management seems to be very accessible.

In connection with the current situation in the world, the issues of effective organization of distance education are in the first place in most of the leading

universities around the world. The world community is now concerned about how not to lose a high level of knowledge acquisition and maintain the quality of higher education.

In this regard, research in the field of improving the quality of education in distance learning is very relevant and timely. The results of our experiment aimed at the formation of self-awareness and responsibility among students will be useful to practitioners of teachers of universities of any direction.

Since the level of self-awareness of a person characterizes the student's readiness to be active in the educational process, we believe that developments covering issues of self-awareness require close attention of pedagogical science. It is self-awareness that underlies the skills of self-study, on which the whole didactics of distance education is built. The results of our research will help to better conduct pedagogical support of students' self-education.

Distance learning opens up opportunities for closer communication with students, paradoxically. Modern youth with the help of gadgets become more open to communication and actively make contact. Practice shows that the methodology of working in chat rooms with a group of students allows you to organize the learning process more effectively. In the chat, the teacher can make an analysis of the lessons and give an assessment. Students feel the individual attention of the teacher and understand the need to complete all tasks. This is how responsibility is formed.

For students to be active in the digital space, it is necessary to develop a system of incentives. For example: who is the first to upload tasks to the platform, he receives an additional point.

Scientists argue that in order to find a common language with modern young people, you need to immerse yourself in their world. It's no secret that now most of the children prefer the virtual world. This means that in order to exercise our educational influence, we, teachers, also need to "settle" in this world. And at the same time master the technique of correct communication in gadgets.

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