

# Determination of the Needs of Students by Psychological and Pedagogical Teaching Tools Using Remote Technologies

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**Abstract:** Within the framework of the article, the problem of using modern distance (digital) technologies in online learning of students of educational organizations is considered. The study examines the psychological and pedagogical features of the electronic educational environment and its impact on the satisfaction of students' needs. The study sample included students aged 19 to 24 in the amount of 42 people. The main research methods were: observation, conversation, questioning, analysis, mathematical methods of data processing. In the course of the study, it was possible to establish the relationship between the educational environment (traditional and innovative) and the types of needs that find their satisfaction.

**Key words:** students, digital and online learning, innovative learning environments, needs research, state of satisfaction, traditional learning environments, digital and distance technologies.

Currently, the whole world is gradually moving to new digital (distance) technologies in education due to well-known quarantine restrictions. In separate works, various concepts of such training, their theoretical foundations, the content of technologies of pedagogical influence, information and methodological provision, mechanisms for creating an educational environment, issues of increasing the competence of teaching staff in the framework of the implementation of the digital format of education are revealed.

At the same time, there is a problem of studying the motivational - need sphere of the student's personality, the state of his satisfaction within the framework of innovative educational spaces. As some authors note, the resolution of frustration is facilitated by a need that forms the cognitive activity of the subject, his volitional qualities, reflection, and behavior program. As part of our study, we set the task of studying the different needs of students in traditional and innovative educational environments.

As a technical shell of our study, we used the tools of the electronic form "Google -questionnaire". The survey involved 42 students from the first to the fourth year of study. The median age was 19–24 years. Both boys and girls took part in the study. We tried to understand how different "valences" of needs in material and virtual environments are satisfied. From our point of view, the achievement of this goal will contribute to further work aimed at improving the quality of the educational process. Questions about the degree of satisfaction with the real and virtual environments in the "Google Questionnaire" could be assigned from one to ten points.

In order to more objectively comprehend the data obtained, we conducted a conversation with each of the students about the qualitative side of this problem. Students noted that a high level of satisfaction (more than five points of quantitative assessment) with virtual reality is expressed by the following factors: fast remote way of solving the problem; availability of opportunities for individualization of the student's workplace; delayed solution of educational problems; the presence of "preferential" conditions of the educational process (reducing control over academic performance, increasing the loyalty of teachers in the new conditions); availability of more comfortable conditions (saving travel time, psychologically acceptable

home environment, convenience of technical infrastructure, etc.). Students noted the following as factors of a low level of satisfaction of needs (less than five points) within the virtual environment: electronic quasi - interaction with participants in the educational process ("loneliness on the Web", lack of a sense of community, social alienation, psychological unrecognizability of friends, the emergence of a feeling of technical obstacles); the lack of the possibility of a full-fledged formation of the necessary competencies in the learning process (especially the skills of using applied tools, a lack of practice orientation), the poor quality of technical communication (the quality of the Internet connection), etc.

A high level of satisfaction of needs (more than five points) in the real environment was marked by the possibility of cooperation (live association) with peers, classmates, teaching staff (in real conditions of live communication, the acquaintance stage was more intense and full; upon returning from quarantine, some students noted that identify teacher on the basis of his virtual image is quite difficult, it is distorted); emotional saturation of communication within the framework of joint educational activities; a wide range of channels of interaction (tactile, visual), etc. In the content of a low level of satisfaction with the environment (less than five points), students noted the following aspects: the imperfection of the classroom educational fund (the degree of sound insulation and ventilation, others); excessive transport loads (costs), lack of walking distance to a material object, increased travel time, higher attendance requirements; epidemiological threats (risk of contracting diseases), etc.

We analyzed all the students' answers and their peculiarities of ranking the advantages and disadvantages of different educational paradigms (traditional and innovative). We found that students found satisfaction in traditional education (material attendance at an educational organization) of the following needs: social status (friendship and love, high status in society, social recognition, affiliation , etc.); a contact form of interaction with other participants in the educational process (social inclusion, belonging to a certain social community, compatibility of educational activities, etc.); in constructive forms of self-expression, creativity and personal growth in general (achieving the peak of " acme ", the mental maturity of the individual); in self-respect and spirituality (moral development, acceptance of oneself as part of society with one's own individual characteristics).

Within the framework of the virtual environment, students received a greater opportunity, based on the research data, to meet basic needs: physiological (comfort, warmth, food, water, etc.); safety (safety of life, protection from injuries and diseases (including COVID -19), threats, risks, unpleasant experiences); life support (in operational information about what is happening (Internet network); in material and everyday amenities.

The results of the analysis show that the traditional educational environment to a greater extent creates conditions for meeting higher needs, while the innovative (digital) environment is focused more on meeting the basic needs of students. Thus, at present there is a need to improve the quality of digital technologies in education.

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