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Psychological Formation of The Student in The Process of Distance Learning

Yusupova Zamira Zaripovna,
Senior Lecturer, Department of Information and Educational Technologies, TUIT, Muhammad al-Khwarizmi

Annotation: Currently, in the educational systems of many countries of the world there is a tendency to change the paradigm of education, which is caused by global changes in the sphere of world politics and economics in the context of the transition to the information society. At the same time, the task of humanizing education, creating conditions for creative active cognitive activity of students comes to the fore. The following article is devoted to the psychological formation of students in distance learning environment.

Keywords: distance learning, Internet technologies, psychological and pedagogical features of ICT, self-regulation, self-actualization, success motive

Informatization permeates all forms of education. One of the new educational standards is distance education, which combines almost all the advantages of full-time and part-time education and frees participants from most of the shortcomings of these two forms.

There is a noticeable increase in the number of students who want to study a particular subject of the school curriculum in depth or require additional education in the preparatory courses of the university, in the external study system; the need for distance learning for disabled children is obvious; distance learning under the guidance of an experienced teacher is an effective solution to the personnel issue for many regions of the country; a very useful distance form could be for the system of specialized education. Educational activities on the network are expanding: virtual olympiads for schoolchildren and methodological associations for teachers, regional and international projects for students.

As for distance learning for schools, only the first timid steps are observed here, while in higher education this form is gaining momentum every year.

The organization of effective distance learning in the Internet is impossible without taking into account, on the one hand, the characteristics of the telecommunications environment, and on the other hand, the characteristics of human behavior in this environment. Distance learning technology makes it possible to take into account the individual abilities, needs, temperament of all subjects of this form of education.

Distance education is a promising way of obtaining education for isolated rural students, students with specific requirements, persons with disabilities and other persons unable to achieve their goal in another way. Particularly relevant is the use of distance education at the stage of formation of an innovative educational paradigm, since it implies the need for lifelong education.

Distance learning can be defined as learning characterized by
1) the existence of a teacher and a student, as well as, at a minimum, the existence of an agreement between them;
2) spatial separation of the teacher and the student;
3) spatial separation of the student and educational institution;
4) bidirectional interaction between the teacher and the student;
5) special selection and presentation of educational materials.

This definition covers a range of forms of learning, from printed materials, where communication takes place by mail and telephone, to two-way video courses, where teacher and learner "meet" on television screens.

Distance self-education assumes that the student and the sources of educational information are spatially separated, and it is not necessary that all educational information be concentrated in one place. In modern conditions, the situation is much more likely that the student will receive educational information from

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several (or many) distributed sources. An educational institution can organize remote support for self-educators by collecting all the necessary educational information (or links to it) on one Web site. This information may be freely available. Also, an educational institution organizing remote support for self-education may provide access to educational materials after preliminary registration in order to maintain statistics.

An educational telecommunications project is one of the promising forms of the transformational model of distance learning, based on the joint (collective) activity of students aimed at achieving a certain model goal. The goal that is usually set for students is non-educational in nature and models the goal of any scientific or industrial activity (for example, the goal of an environmental educational project is to identify sources of environmental pollution in a certain area). Such a model goal gives the activities of students in the project an integrated character, stimulates their skills and abilities to work in a team, using the division of labor and roles, as well as an active social orientation.

Psychological features of distance learning

Distance learning is fundamentally different from traditional forms of learning. When considering distance learning as an activity mediated by computer technologies, it should be noted that it is characterized by a number of psychological features compared to traditional forms of education.

In the complex of psychological features of distance learning, several groups can be distinguished that require special consideration.Thus, psychological well-being, being an integral personality formation, plays an important role in the positive functioning of a person and is expressed in a subjective feeling of happiness, inner harmony, satisfaction with oneself and life in general. It is inextricably linked with self-attitude - self-esteem and emotionally - valuable attitude towards oneself and implies the maximum disclosure of the potential of the individual. After analyzing empirical studies, we can identify the main difficulties that students face in the course of distance learning: the presence of difficulties in organizing educational and daily activities, a low level of self-acceptance and a critical attitude towards oneself, apathy and pessimism, a decrease in learning motivation, frequent manifestations of irritability and anxiety .

Along with this, according to the researchers, interest in learning, maintaining relationships with classmates and high-quality interaction with teachers contribute to optimizing the level of psychological well-being of students in online work conditions.

In accordance with the above, we have developed the following recommendations for students to improve the level of psychological well-being in distance learning:

1. The first step is to accept the circumstances in which we are all forced to find ourselves. It is necessary to constructively comprehend the possible causes of what is happening and recognize that there are things beyond our control. Avoiding negativity without accepting it increases anxiety, stress, and other negative mental states. Use the technique of Cognitive defusion (cognitive disengagement) - disconnect yourself from your thoughts, look at them from the position of an outside observer, critically evaluating each thought.

2. Clearly distinguish between your study and extracurricular time. Develop effective self-organization skills. Be sure to bring the work you have started to the end - this strengthens self-esteem. Limit time spent on social media and the internet.

3. Pay attention to proper nutrition and physical activity. Eat often (every 3-3.5 hours) in small portions. Sweets and flour products should be taken in the morning. This will help prevent weight gain. To prevent hypodynamia, one should not sit in one position for more than 1.5 hours; it is necessary to periodically do physical exercises to improve blood circulation (squats, tilts, aerobics). Mandatory daily walk in the fresh air away from crowds (park, stadium, forest) 7 km per day.

4. Do not communicate with people who have a negative attitude and constantly complain about life. If it is not possible to completely exclude such communication, limit it to a minimum. Communicate more with family and friends, organize joint conversations, watch movies, discuss various topics. Communicate with classmates and friends by phone and video calls. Good communication improves mental health.

5. Make time for your favorite activity, despite being very busy, because a hobby improves mood and reduces anxiety. Listen to your favorite music and dance. While dancing, remember your achievements and think about new goals. This helps increase self-confidence.

6. In every situation, learn to find positive aspects and opportunities for self-development. This makes us stronger.

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