

Self-regulation of students in overcoming the psychological consequences of the influence of information technology

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Annotation. The problem of professional self-determination of an individual has aroused and continues to arouse wide interest from scientists. And this is far from accidental. Professional formation and development are inextricably linked with professional self-determination, which is one of the significant factors of professional success. The current situation in society brings its own peculiarities to the process of professional self-determination. Changes in the system of values and priorities, the uncertainty of external social guidelines make this process even more difficult. In the context of the dynamic development of the labor market, the rapid change of existing professions and the emergence of new types of professional activities, the issues of professional self-determination of schoolchildren and students are particularly acute both theoretically and practically.

Keywords: professional, system, student, interest, factor

Currently, the training of specialists in higher education institutions is carried out in the context of the digitalization of society in general and education in particular. In this regard, the following tasks are important scientific and at the same time practical: firstly, to organize and ensure the process of mastering professional competencies, based on the changed socio-psychological characteristics of today's students (the "digital/digitally born" generation, focused on the constant use of information and telecommunications tools (gadgets, smartphones, iPods) and "wearables" (wearable devices - accessories used to exchange data with the global network and other devices in order to organize the owner's movements in space or changes in the environment) and possessing clip thinking, features of perception and processing of information, based on digital representation; secondly, to introduce into the educational process based on the use of digital technologies various forms of distance learning (video lectures, classes in chat, webinars, video conferences, etc.); thirdly, to teach students in the implementation of their educational activities methods of psychological self-regulation as an effective means, on the one hand, of preventing various types of addictions to digitalization, and on the other hand, overcoming negative emotional and stressful states, including states of fatigue (overwork) and tension (excessive tension).

By psychological self-regulation (PSR), we mean a student's psychological self-influence on their cognitive processes or mental states with the goal of activating and neutralizing (preventing/transforming) them in their educational and cognitive activities. Based on the above, the purpose of this article is to outline the main areas of PSR in the context of the digitalization of students' professional education, using distance learning as an example. A theoretical analysis of recent scientific and practical research examining many aspects of PSR has led to several conclusions:

- 1) PSR is not a new problem: its origins go back to the ancient times of Aristotle, Plato, and Socrates, whose beliefs boiled down to the fundamental principle of self-knowledge;
- 2) Classic works by renowned Russian psychologists, revealing the core content of PSR in the life of the modern individual as a key means of countering negative external and internal developmental factors, remain relevant today;
- 3) For the current generation of students, PSR is becoming the primary means of developing not only stress resistance and willpower, but also a means of ensuring psychological security for the individual, society, and the professional personality (the individual in professional activity);
- 4) PSR today is a means of individual psychological protection from various types of psychological influence, which in its essence can create a danger or threat to the health of students, causing them negative mental states (primarily distress, anxiety, depression, etc.); 5) traditional (classical) methods of PSR today need significant transformation and modernization due to changes in both the characteristics of modern students and the forms of distance learning. A significant contribution to the development of the PSR problem has been made by domestic psychologists who studied self-regulation as a process, style, activity, self-identification [1]. Among the most well-known results of research on the PSR problem, we have highlighted

the following: the development of a structural and functional model by O.A. Konopkin [2]; an individual style of activity activity in the works of V.I. Morosanova [3]; clarification by A.K. Ositsky of the process of neutralizing information uncertainty and its transformation into effective activity [4]; the unification of V.I. Generous functions of self-awareness with self-identification in the formation of an individual style of self-regulation of the state in the learning process [5].

In all cases, preference was given to the voluntary activity of the subject of conscious regulation, self-awareness, and goal-directed behavioral regulation. We believe these studies are fundamental for clarifying the content of student self-regulation in the context of digitalization, which has particular practical significance for professional education. We define digitalization as the process of using information and telecommunications technologies to transmit information important to modern society. Digitalization is increasingly relevant to all spheres of modern society.

This concerns government regulation and control, development of the economy and entrepreneurship, medicine and culture, as well as the social sphere (government services portal). The field of education is no exception. Distance learning is acquiring particular importance in the context of digitalization. A comparative analysis of various sources on the problem of distance learning [6; 7; 8] shows that among the most significant psychological characteristics of distance learning, as a rule, the following characteristics associated with the basic cognitive processes and motivation of the learner are distinguished: accelerated perception of information; simplification (separation and transformation) of information and educational activities; hierarchization of information (synthesis, systematization and structuring); development of cognitive processes of the learner (primarily attention, perception, thinking, memory, speech); cognition of educational activities (algorithms of educational activities); increased motivation for learning and assimilation of educational material; effectiveness in the formation of various types of competencies.

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