

DISTANCE (ONLINE) LEARNING IN THE CONTEXT OF THE EFFECTIVENESS OF STUDENT-TEACHER INTERACTION

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The article presents a brief overview of scientific and theoretical research on a new form of distance learning. The main attention is paid to such an aspect as psychological and pedagogical interaction in the dyad «student-teacher». Interaction is defined as a system of mutual influences of subjects involved in joint activities on the basis of common goals of vocational education. The main negative consequences of this format of interaction are presented: the problems of dialogic communication; reducing the ability to qualitatively control the student's activities and encourage him/her to be active; insufficient technical conditions to involve all students in the learning process. The list of the basic skills of the teacher for increasing the quality of distance learning is given: involvement in discussion, expression of one's own opinion and establishment of interpersonal interaction; optimal use of ICT tools for communicative interaction; the right choice of communication strategies and tactics in accordance with the purpose of training; conducting training sessions taking into account the psychological characteristics of students' behavior in a virtual environment; application of mechanisms for diagnosing communicative conflicts, removing barriers in indirect communication.

The value indicators of the teacher-student format are also empirically studied. The level of positive and negative assessment of teacher and student interaction on behalf of both subjects of its organization is determined (emotional and positive attitude of students to the work of the teacher). An analysis of difficulties that potentially affect the level of teacher-student interaction in the format of offline-online learning is made (inability to conduct training sessions considering the psychological characteristics of students' behavior in a virtual environment, students' lack of independent work skills, leading to incomprehensibility). Conclusions are made on changes in the levels of empathy of teachers and students before and after the organization of forced transition to distance learning due to the threat of COVID-19: with the emergence of an objective factor (forced transition to distance education). Subjective factors for teachers and students became less significant due to the fact that the priorities in the assessment of the situation have changed at the stage of difficulties, which was still too subjectively assessed. The general level of teacher-student interaction has changed in the direction of increasing student empathy and general positivizing of teachers.

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