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THE PROBLEM OF ORGANIZATION OF INTERACTION OF TEACHER AND STUDENT IN THE PROCESS OF INTRODUCTION OF DISTANCE EDUCATIONAL TECHNOLOGIES

Annotation. The article deals with the communicative interaction of subjects of the educational process as a means of transferring information in the system of distance education. The structure of communication is defined, namely its communicative, interactive and perceptual aspects. Considered non-verbal means of communication and its classification by the number of interlocutors and the type of relationship between the parties. The structure of the pedagogical communication process and its tools are defined. The connection between the teachers' readiness for pedagogical communication and the conditions for the effectiveness of the distance learning process is argued.

Key words: teacher, student, distance learning, interaction, communication, communion.

Formulation of the problem. The survey of university teachers showed that most of them positively evaluate the potential of remote educational technologies. Innovative activities in distance learning require special training instructors. Almost all teachers use the computer in their work, but often they experience difficulties due to the lack of necessary skills and indicate lack of computer skills as a factor hindering the transition to a distance learning form. In addition, the placement of teaching materials for distance learning requires the expansion of knowledge on the psychology of mediated communication, familiarity with the didactic capabilities of telecommunication technologies and various software [4, p. 86-87].

Remote educational technologies are learning technologies characterized by the desire for cooperation, self-affirmation and high level of communication. But the most important factor in the implementation of remote technologies in the educational process is the interaction of the teacher and the student. Efficiency of distance learning depends on teachers with universal training who have modern pedagogical and information technologies, psychologically ready to work with students in the new educational and cognitive environment [3, p. 27].

Communication is the most important professional tool for teaching each teacher. It all starts with the teacher, from his ability to organize with students the pedagogically advisable relations as the basis of creative communication. At this stage, the problem of the emergence of a communicative barrier and the inability of teachers to communicate at a distance often occur.

An analysis of recent studies and publications suggests that anxiety and disorder can be felt by students until the end of the course, but do not dare to write about it to the tutor [3; 4; 6]. The research conducted at the Kharkiv National Pedagogical University named after G.S. Skovoroda at the Faculty of Physics and Mathematics and Economics gives the confidence to assert that the percentage of students able to study independently, without communication with others, is rather small (3.5%). Fulfillment of group tasks, work in group on the method of social psychological training, participation in situational and business games to a large extent increase the motivation of education. But in such work, an individually differentiated approach is needed to take into account the degree of understanding of self-employment and the early elimination of psychological barriers. This requires constant individual survey and testing, as well as arranging conversations to analyze the success of each student and assessing the quality of understanding and learning the educational information [3, p. 25].

The selection of previously unsettled parts of the general problem is seen in the fact that the importance of communicative interaction (communication) in distance education is confirmed by such scholars as: O. Barkov, I. Borosezen, V. Burdayev, O. Vilkhivska, I. Vozna, N. Volkova, O. Gorokhovatsky, Yu Gurov, D. Davydov, T. Donchenko, I. Kovryzhnyh, B. Kuzikiv, O. Kuppenko, V. Kukharenko, T. Lavrik, V. Lyubchak, N. Mulin, V. Stepanov, O. Orobinska, O. Dedriy, O. Pomortseva, O. Pushkar, M. Rudenko, O. Sukacheva, P. Fedoruk, S. Shilo, G. Yatsenko, but still underdeveloped remains in innya teachers to communicate at a distance, resulting in the emergence of communication barriers and complexity of knowledge transfer in the learning process and as a result - lower quality education.

The purpose of the article is to determine the main types of interaction between subjects of the educational process during the transfer of educational information in the system of distance learning.

Presenting main material. In today's conditions there is a problem of developing communication skills, organizing communication process. The traditional learning system, which has long been aimed at passive mastery of information, can not fully meet this requirement. Quite often, graduates of educational institutions can not hold a free talk, hold presentations, participate in forums or conferences.

The passivity of students causes poor communication. Communication becomes predominantly one-sided and aims to provide short answers to the teacher's questions. Feedback, which is so necessary to identify the difficulties of the educational process, conducting a survey of students' needs is either inadequate or completely absent.

The situation radically changes in the distant form of education, which from the very beginning was built on a new paradigm of relations between a teacher and a student, widely uses communication technologies in the process of learning. Discussions, forums, conferences help the student develop the necessary communication skills and refine the ones that he already has. Thus, the introduction of distance learning in combination with a personally oriented approach to teaching helps the student to meaningfully enter into a communicative process, to grasp its importance for the formation of an effective learning environment [7, p. 44].

An important component of distance learning is the connection between the subjects of the educational process. Therefore, most researchers note the particular significance of the organization of interpersonal communication in distance learning. It also emphasizes the role of feedback in this process, because it is in communion that the socio-cultural experience is transferred from the teacher to the students.

Thus, when organizing distance learning, one must adhere to the basic principles of effective interaction: a thorough organization of didactic dialogue; imitating a dialogue when transferring educational information; organization of personal support for students between classes: consulting, providing information in which they may be interested (on the receipt of new information on the site, the creation of educational communities, etc.); The distribution of interactive activities in an optimal correlation with the student's independent work [2, p. 167-168].

The role of the teacher is very important, because he must help the student believe in their strengths and opportunities, understand the goals and objectives of learning. In this case, it becomes more motivated, because the teacher significantly

increases the motivation in the feedback and applies means of formation and consolidation of students' skills [3, p. 24].

The most important qualities of the teacher are not limited to the knowledge of his subject. He is a smart communicator. The communicative behavior of the teacher, based on his correctness, demanding to himself and students, stimulates cognitive interest, motivation for the learning process. Productive communicative behavior contributes to the creation in the process of learning the business atmosphere, tunes to interaction, rhythm in the work [5, p. 51].

The notion of communication has become significant for the development of a modern information society, in which communication is the main element of its formation and development. In our study, the notion of "communication" is defined as the interaction of two individuals, the result of which is the transmission or receipt of information by means of remote educational technologies. The professional possession of communicative behavior, the ability to overcome communicative barriers and complications are the key to productive communication of the teacher [1, p. 26].

Communication - is a process of interaction and interaction between the subjects (personalities, social groups), during which there is a mutual exchange of activity, information, emotions, assessments, knowledge, skills, skills, as well as volitional contact [5, p. 7].

Given the complexity of the communication process, it makes sense to define its structure. The most common model is that the structure of any communication act involves three interrelated aspects: communicative, interactive, and perceptual. The communicative aspect of communication, or communication in the narrow sense of the word, consists of the exchange of information between the communicating individuals. The interactive aspect is the organization of interaction between individuals who communicate, that is, in exchange not only knowledge and skills, but also actions.

This is the interaction of people, which involves a certain form of organization of joint activity (consent, adaptation, competition or conflict). The perceptual aspect of communication means the process of perceiving each other partners and establishing mutual understanding on this basis. Perceptual skills are manifested in the ability to determine the context of communication, to understand the mood of the partner in his verbal and non-verbal behavior [5, p. 15].

Experts say that only 7% of the information has the meaning of the said, 55% is transmitted at the non-verbal level (facial expressions, gestures), and 38% - with qualitative characteristics of the voice (tone height, timbre). In the course of communication, nonverbal means are realized beyond the control of consciousness, impulsively. Therefore, the saying is not always identical because it demonstrates behavior.

Thus, the teacher can talk about a benevolent attitude towards the student, but to behave at the same time nervously, alienated [1, p. 58].

Communication is classified according to the number of interlocutors and the type of relations between the participants: internal communication; Interpersonal communication; communication in small groups; public communication (20-30 participants), etc. [5, p. 20-21].

Educational materials are very rarely able to adapt to the requirements of students, because these requirements most often become known during learning. Consequently, an adaptive role, as a rule, is performed by the tutor. He can help the student become autonomous, learn to study art independently. All this happens through communication. Dialogue allows student to transfer his needs, understanding, share doubts, overcome uncertainty, etc. [3, p. 64].

The moderator of the discussion (tutor) carries out four main roles: the pedagogical role (using the questions, focusing the discussion on the main concepts, principles and skills); organizational role (to set the subject of discussion, to manage the interaction and direction of discussion - an important element of its success); social role (creating a friendly social space for learning and a comfortable psychological climate for communication underlines the skill of the moderator); technical role (the tutor should create comfortable conditions for the participants with the system and software) [3, p. 67-68].

The structure of the process of pedagogical communication consists of the following stages: modeling the teacher of future communication (the prediction stage); organization of direct communication at the moment of initial interaction (communicative attack); communication management during the pedagogical process; analysis of the communication that took place and modeling of further communication [5, p. 25].

In the system of distance education pedagogical communication is a leading factor in organizing the process of communication between subjects of learning.

Emphasize the tools of such communication: forum (discussion) - an exchange tool when such an exchange occurs in a certain time interval (several hours, weeks or months). In fact, the forum is the main means of communication between students and teachers. Unlike regular Internet forums, the categorization of messages by type (question, answer, idea, etc.) is important in the built-in distance education forum. When sending questions to the student, the teacher should be informed of the appearance of such a notice from the student (for example, by internal mail); file sharing - file sharing tools allow students to download files from their local computers to the system server and share access to these files to other students and faculty.

File sharing makes it easier and faster to exchange large batches of information between participants in the learning process. Most of the tasks students perform on their local computers. Therefore, the support of the file system makes it convenient and quick to send the results to the teacher; internal mail - e-mail, read and send only within the system. In most systems, letters can be sent to students, teachers and groups of students. Some use an address book with search capabilities; notebooks and journals - they can be used by students for notes and notes on the learning process and course materials, as well as for facilitating work with tasks that take several steps. Magazines are common for the entire course, private (for each student) and group. A student can open access to his private journal for other students or teachers. The teacher can use student records to assess the level of knowledge, as well as to modify course materials based on student notes; chat (conversation) - conversation between people via the Internet in real time. In fact, this is an exchange of short text messages. Chat participants can only see messages that came in the last few minutes, or a fixed number of recent messages. You can archive the conversation for on-line reading; video services - they enable video-conferencing sessions between students and faculty. As a video stream, you can make slideshows, broadcast videos. The use of video streams allows students to demonstrate processes that are difficult to simply describe or depict using graphics; A cool board is an electronic version of a regular classroom board. The boards can write both lecturers and students in special virtual classes. The teacher can make a detailed explanation of the incomprehensible material on it, students can use a board to demonstrate the results of their work. Among the popular features of the class board is a group travel on the Internet. This is a process in which a teacher visits sites

on the Internet using a custom browser, and students see open resources on their computers. Such a function can be used effectively enough in the educational process, if the teacher uses sound commented [6, p. 20-27].

In the process of pedagogical communication, it is imperceptible for the teacher to encounter a variety of difficulties, which complicate the perception of information by students, making it impossible for them to have adequate cognitive behavioral responses. Such difficulties qualify as communicative barriers (barriers in communication) [1, p. 56].

Communicative barriers are divided into external and internal ones. The internal communication barriers that depend on a person's state of being in the process of communication include feelings of uncertainty, isolation, fear of using remote educational technologies, inability to organize their time and work independently, low level of communicative competence. External barriers are expressed in problems with the organization of the course passing, providing the optimal level of feedback [7, p. 54].

Conclusions and suggestions. So, nowadays, the effectiveness of the implementation of distance learning educational technology teacher through the functions such as the formation of student learning motivation, the definition of goals and objectives of learning, the transfer of knowledge, experience, the organization of interaction between students depends on the quality of their possession of communicative skills. The teacher should be prepared to overcome all the difficulties that arise during the establishment of communication links: the fear of students to first ask the teacher; Feeling of uncertainty at the first stages of getting knowledge, feeling insulated, and so on.

This, in turn, necessitates the introduction of special courses for teachers of the distance education system, which will be aimed at developing their distance communication skills in the curriculum. Establishing communicative connections, promoting adaptation of students, motivation, cooperation, diagnostics of educational achievements, use of various didactic methods for the development of individual qualities of students give an opportunity to more effectively and successfully interact with students, which ensures the achievement of the goal of learning.

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