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DISADVANTAGES OF DISTANCE LEARNING FOR STUDENTS AND TEACHERS

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Summary: the main difficulties faced by students and teachers during the transition to forced distance learning during quarantine are considered and ways to solve some of them are indicated.

Key words: distance learning, shortcomings, overload, objectivity of assessment.

НЕДОСТАТКИ ДИСТАНЦИОННОГО ОБУЧЕНИЯ ДЛЯ СТУДЕНТОВ И ПРЕПОДАВАТЕЛЕЙ

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Аннотация: рассмотрены основные трудности, с которыми столкнулись студенты и преподаватели при переходе на вынужденное дистанционное обучение во время карантина и обозначены пути решения некоторых из них.

Ключевые слова: дистанционное обучение, недостатки, перегрузки, объективность оценки.

During the period of forced self-isolation and the transfer of the educational process to a remote format, scientific and pedagogical workers used a colossal amount of Internet resources, allowing them to fill their electronic courses with all sorts of educational tools, and in their pedagogical activities to use digital and analog instruments and services.

Some students did not understand why they should attend online meetings with teachers if all the tasks were posted on the Moodle

platform, and they could process them at their own pace and report to the teacher on their independent work. Students also complained about the load on their eyesight when they had to attend online classes in academic disciplines according to the schedule using information and communication technologies and do independent work also using computers, laptops, smartphones. Students may experience phenomena associated with the development of new information technologies: the personification of a computer, when it is perceived as a living organism; computer anxiety; intrusion into the inner world of a person, which can lead to an existential crisis, cognitive and emotional disorders [1, 2].

The disadvantages of distance learning for students were the aggravation of social problems, as a significant number of students returned home, and self-isolation was introduced for those remaining in hostels, in addition, most of the students lost their jobs and their income level decreased, income inequality worsened, among other things, and in terms of digital learning tools. A high-quality Internet connection is an essential condition for working remotely. Unfortunately, the country was not technically ready for distance learning. Students living in small towns and villages very often remained offline due to technical problems, which negatively affected their success and psycho-emotional state. Such students were given an additional period to complete the tasks of the course, but this does not solve the main problem – the inability to fully complete the distance course due to poor technical support.

Academic integrity has become a matter of particular importance. Non-independent performance of tasks, involvement of outsiders in passing written tests practically eliminates the significance of education and makes it impossible to objectively assess the student's success in studying the course. The feeling of responsibility for the low productivity of the online learning process is psychologically exhausting not only for teachers, but also for students. Therefore, it is very important to change the attitude towards the expected learning outcomes. When submitting material for self-study, we must separate it into required and optional, and provide students with simple and clear tasks that do not take too long to complete [2, 3]. Students with low self-esteem may react painfully to criticism, they are hypersensitive and vulnerable. Therefore, the interaction between a teacher and a student should be carried out not only at the academic level, but also at the mentoring level. A teacher-

tutor with a number of professional competencies will be able to bring the student to the required level of self-awareness and develop a proactive attitude towards his own actions and the ability to objectively evaluate his achievements. Given the above, we consider it necessary to provide students with a certain time (hours of individual consultations) when they can personally contact the teacher in a convenient and accessible way for them (in writing or in the "live" communication mode). The experience of conducting control measures in a distance course in the discipline "Reliability of technological systems" shows that the most effective way to objectively determine the level of a student's knowledge is an oral individual survey with prepared open-ended questions that require knowledge of the studied course and aimed at developing the student's critical thinking. Attempts to conduct real-time written control activities for the entire group with mandatory visual identification of all group members and time limits have also yielded positive results.

The objectivity of the assessment depends on well-defined criteria agreed with the students before starting the distance course. Of course, the objectivity of the assessment is influenced by the personal traits of the teacher, such as benevolence, exactingness, and fairness. The dependence of assessment on the pedagogical style and personal qualities of the teacher sometimes causes misunderstanding and disagreement in the assessment. In the context of distance learning, it is very important to put forward simple and specific requirements for completing certain types of tasks at the beginning of the course, for example, you can make a list of requirements for written creative work or an oral answer in advance and explain their appropriateness if students have questions.

It should be noted that students, as individuals with individual psychological traits, have different leading types of representational systems, and it was difficult for some of them to perceive only visual and auditory information without relying on feelings and sensations, as well as numbers, signs. This led to manifestations of fatigue. In the case when the teacher used video lectures, he tracked the dynamics, the degree of students' understanding of the educational material with the help of test tasks compiled by him on the content of the lecture.

In general, the attitude of teachers to distance education is quite ambiguous and changeable. On the one hand, distance learning involves reducing the time spent on transport to get to the place of work, as well as to get ready. On the other hand, to date, a lot of shortcomings of the

distance learning system have been found. First of all, the load on the teacher has become simply unrealistic. No time limits were met.

Considering the fact that in the individual plan there were indicators designed for offline learning, they did not correspond to reality. It took a lot of time to check homework, especially considering the comments to them, their revision and re-checking.

An unexpected and rather painful problem was the violation of the personal space of the teacher due to the lack of official working hours (it seems that it does not exist on the Internet), as well as the violation of personal boundaries when students send work or messages at night, late in the evening, in during weekends, holidays, etc. Again, because this issue was not settled, it was not so easy to solve it remotely.

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