Case Report

Features of Psych Emotional Conditions of the Student at Remote form of Education

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Abstract

In article specifics of the psychoemotional states arising at distentny form of education are described. The general characteristic of distantny form of education is given, its influence on cognitive processes is described. The psychoemotional condition of students in the course of training is in detail described. Sources of negative emotions and positive emotions in the educational environment are described. Is shown that at distantny training students have less negative emotions, especially the emotions connected with experience of examination stresses. It is also shown that practically all sources of positive emotions remain and at distantny training.

Keywords: Emotions; Psychoemotional States; Negative Emotions; Positive Emotions; Training, Distantny Training

Currently, training is the main way of obtaining education, training is also understood as the process of mastering skills, knowledge and skills and under the guidance of masters, teachers, mentors, etc. Forms of education are divided into traditional and distance, recently, gaining particular popularity, education [9].

Distance education is a form of education in which the learning process is fully or partially carried out with the help of computers and telecommunication technologies and means. The subject of distance education is remote from the teacher, as well as from other teaching aids and educational resources [8].

This form of education is carried out with a predominance of distance learning technologies, methods, forms and means of learning in the educational process, information from the educational arrays of the Internet is also used. In addition to the Internet, an important technology implemented, for example, in the Modern Academy for the Humanities, is the transfer of educational content to students (paper and electronic textbooks, video courses of lectures and seminars, etc.) through the system "university teleport - satellite - student's satellite dish - TV".

This technology is interactive, students undergo real-time knowledge testing, consult with teachers, etc. Distance education began to develop intensively in the USA and Europe in the early 1970s. The reasons for its spread are very simple and objective: every person, regardless of his location and nationality, can receive a diploma from any university. Most learning professionals believe that distance education is a form that shows great promise as it can suit many potential learners and is less expensive. In addition, you can choose certain training courses, that is, receive "education on demand", which allows you to approach learning more differentiated and get only the necessary knowledge [9].

Distance learning is characterized by manufacturability - that is, the use of the latest achievements of information and telecommunication technologies in the educational process and social equality; it provides equal opportunities to receive higher education, regardless of the state of health, place of residence, material security, or elitism of the student. This form of education is consistent with the requirement of the humanization of education, the preparation of students in accordance with the strategy of "educating goodness" [2]. The basis of the educational process in distance learning is the purposeful and controlled intensive independent work of the student, who can independently determine the sequence of mastering subjects, study in a convenient place, at an individual speed, and in some cases at a convenient time for himself.

Therefore, the main advantage of distance learning should be considered a certain freedom in terms of location, time of study and its pace, which makes distance learning attractive for those users who, for one reason or another, do not have the opportunity to study full-time, but wish to improve their educational level.

Online learning improves the quality of education through the widespread use of world educational resources and an increase in the share of self-learning of the material, the latter being especially important, since it gradually ensures the development of such qualities as independence, responsibility, organization and the ability to realistically assess one's strengths and make informed decisions, without what a successful career is unthinkable.

In addition, e-learning automatically leads to "early mastery of skills in the application of information and communication technologies, which allows in the future to significantly increase the efficiency of using knowledge in the economy" [7].

But there are some negative aspects of distance learning. First, there is a need for constant access to information sources. This requires good technical equipment, but not everyone who wants to study has a computer and Internet access. Secondly, students in this form of education feel a lack of practical training. Thirdly, there is no constant control over students, and, unfortunately, it is a powerful incentive for a Russian person.

Fourthly, training courses and programs are not always well developed because there are not so many qualified specialists today, and not every one of them can create such training aids. Since distance learning has long been used for education both in our country and abroad, special scientific studies have already been carried out to describe its specifics.

The cognitive characteristics of distance learning have been best studied. The goal of any type of training is to achieve students' understanding of the material being studied, which is possible when a word (lecture) is associated with an image (for example, video material) [6], which are actively used in distance learning. Studies have shown that the specifics of the distance learning form imposes certain requirements on the functions of planning and decision-making, and also relies on certain characteristics of attention, memory and thinking of students. In particular, it is shown that learning at an individual pace leads to the fact that the speed of learning is set by the student himself, depending on his personal circumstances and needs. Distance learning develops freedom and flexibility of thinking because the student can choose any of the numerous courses of study, as well as independently plan the place, time and duration of classes. Distance learning provides mobility due to the effective implementation of feedback between the teacher and the student, which is one of the main indicators of the success of the learning process, which also develops the mental functions of students. Also, in distance learning, teachers seek to actualize the creative abilities of the individual by creating comfortable conditions for the student's creative self-expression [7]. In addition to the impact on the cognitive sphere, distance learning also affects the psycho-emotional sphere of students. The key difference between distance education and traditional education is that it uses innovative computer technologies, which, in turn, cannot but affect the psycho-emotional state of students. Psycho-emotional states are a special form of a person's mental states with a predominance of emotional response according to the type of dominant. In other words, it is a person's emotional response to some action, situation, or person's reaction. The purpose of our article is a theoretical analysis of the specifics of the psycho-emotional states of students in distance learning. The relevance of this topic is based on the fact that emotions determine the quality of life of any person, including a student [11]. People show their emotions at work, when communicating with friends, with relatives and close people - i.e., in everything that is dear to them and about which they sincerely care. The emotional state is regarded as the most important in relation to human life. It can be an experience, affective states or emotional impulses. All human emotions can be distinguished and classified according to the quality of experience. The American psychologist K. Izard singled out ten qualitatively different "fundamental" emotions: interest - excitement, joy, surprise, grief - suffering, anger - rage, disgust - disgust, contempt - neglect, fear - horror, shame - shyness, guilt - remorse. The first three he refers to as positive, the remaining seven as negative. Thus, a person can manifest: positive, negative psycho-emotional states. All the contents of the emotional sphere of a person, no matter how different they may seem, are inseparable from the personality. In the personality, a connection with needs, motives is manifested, which reflects the state, process and result of satisfaction. In relation to the personality, all emotional manifestations occur in three main types: 1. As acute emotional reactions to sudden circumstances (anger, joy, longing, fear). 2. As emotional states with changes in neuropsychic tone (a state of euphoria and depression, fear and anxiety, anger and longing, and other states). 3. As a pronounced selectivity of emotional relations, positive or negative to one or another subject (feelings of love, affection, passion, enmity, hostility, hatred, and others). In manifestation to the personality, the

experienced emotions can be shown in bodily experiences. In the course of comparing the psycho-emotional states and experiences of a person in foreign and domestic psychological studies, a special influence of negative psycho-emotional states was found [1].

Let's start with the fact that all of the listed characteristics of distance learning affect students, their level of quality of life and psycho-emotional states. A number of features characteristic of distance learning affect the psycho-emotional state. For example, the lack of face-to-face communication between students and a teacher means that all aspects related to an individual approach and education are excluded. This is rather a negative factor for learning, since there is no person next to the student who could emotionally color knowledge.

Distance learning requires strict self-discipline, and its result directly depends on the independence and consciousness of the student. This requires the student to have significant self-control, including the ability to control their emotional states. Most authors note the following characteristics of distance learning as emotional merits: low emotional stress during training, minimal stressful situations when testing knowledge, unprincipled interaction with teachers, and the absence of a halo effect. When studying, students may experience positive and negative psycho-emotional states. We identified the following negative psycho-emotional states in students, like in any person: fear, pain, uncertainty, jealousy, irritation, discontent, resentment. In the course of observing students in their learning activities, we observed all these manifestations of these emotions. Negative states were reflected in the emotional response [12].

Other authors also identify various factors that cause negative emotions in students in the learning process. T.N. Berezina identifies three sources of negative emotions in the educational environment. "The first of them is specific to the educational environment - these are numerous fears, anxieties associated with study, and what about fears of sanctions for poor study, examination anxiety will be a vivid example of the negative emotion of this plan. The second is the experience of failure, negative emotions caused by frustration due to the impossibility of achieving the goal. This source is less specific, since frustration in a teenager is not always associated with the educational process. An example of this kind of negative emotion can be worries about an unsatisfactory mark, shame for not being able to pull up the required number of times on the horizontal bar, that you are a disgrace to your parents, etc. The third source of negative emotions is the relationship of ado-

lescents, their relationship with each other and with adults. Here, negative emotions are associated with the rejection of a teenager or a young man, a refusal to him in a relationship of friendship or love" [4]. Some of these emotional experiences are universal, for example, rejection in a relationship; they occur not only among students and not only in an educational institution [10].

Others are specific to the educational environment. This is exam stress, experiences due to negative emotions. Many authors note the danger of such negative emotions and their impact on the health of students [5]. "In our case, exam stress and exam anxiety that we register can turn out to be genuine negative emotions, the danger of which is that they lead to the appearance of psychosomatic problems in the future. Therefore, even if high achievers can compensate for the cognitive component of their anxiety with high abilities and get the desired mark on the exam, exam stress can still lead to unpleasant consequences for their health in the future.

This is especially dangerous in cases where the mark on the final exam does not match the expected one, that is, positive emotions from the five will not be able to compensate for the effect of exam stress, the child will have a genuine negative emotion doubly, which can be dangerous in terms of causing psychosomatic reactions. [13]. With distance learning, many negative emotions are outside the educational process, since live communication "teacher-student" and "student-student" is minimized. We believe that when exams are conducted online, students experience significantly less exam stress, and they will have less health risks due to possible psychosomatic problems.

But there are also positive emotions in the psycho-emotional states of students. Studies have shown that students in the traditional form of education can be divided into three main sources of positive emotions. "Most often, true joy is associated with the scientific, artistic or social creativity of the student ("I was engaged in self-improvement", "composed a song", "a new idea came to mind", "listened to music"). Another source of genuine joy is connected with the student's achievements, his successes, recognition of his results by other people ("I was offered to publish my article", "I imagined how I received a prestigious award"). Genuine joy from achievement can remove negative experiences from the path to it. For example, an A on an exam can compensate for exam anxiety. And the third source is the social relationships of people, relationships of love, friendship, genuine joy often met in situations of relationships ("a friend called", "an interesting young man approached me")" [3].

We believe that all these sources of positive emotions are preserved in the distant form of education. This is due to the fact that with a distant form of education, the main emphasis is on the activation of a person's creative abilities [8], so he will experience the whole range of positive emotions associated with creative activity. Also, with distance learning, the possibility of all achievements for the student is preserved, he receives positive marks, according to the results of his studies, he can receive a referral to a magistracy or graduate school, authors of the best diplomas are invited to write a scientific article, etc. The only thing in which distance learning students receive less positive emotions is in the sphere of relationships, but as M.I. Rozenova noted, these are universal emotions that are not related to learning [10], and our students can get such emotions from relationships with people outside the walls of the university. Thus, a different education system has its own characteristics, positive and negative qualities. In our article, we examined and highlighted the main qualities of distance and traditional education systems. The distance learning system has the following features: learning at an individual pace; freedom and flexibility of time management, accessibility for everyone, social equality, creativity, low emotional stress, minimal stressful situations, lack of pretensions.

The traditional education system has other features: live communication between students and teachers, but at the same time a strong stressful tension at tests, exams and seminars; there is also creativity; very pronounced methodological and ideological orientation; develops learning motivation; it is characterized by the correct choice and use by the teacher of various sources of knowledge acquisition by students; the flexibility of the methods used.

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