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ОСОБЛИВОСТІ ОСВІТНЬОЇ КОМУНІКАЦІЇ В УМОВАХ ДИСТАНЦІЙНОГО НАВЧАННЯ

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THE PECULIARITIES OF EDUCATIONAL COMMUNICATION UNDER THE DISTANCE LEARNING MODE

Анотація. У статті проаналізовано особливості освітньої комунікації в закладах вищої освіти в умовах дистанційного навчання. Зазначено, що кінцева мета освітньої комунікації полягає як у передачі інформації, так і у формуванні у студентів певної системи знань, умінь і навичок та компетенцій.

Мета статті полягає в аналізі особливостей моделі освітньої комунікації як класичного елементу інформаційно-педагогічного середовища в умовах дистанційного навчання на засадах педагогічного конструктивізму, що представлені в сучасних вітчизняних і закордонних дослідженнях.

На основі наукових джерел проаналізовано поняття дистанційного навчання як цілеспрямованого інтерактивного процесу вищої освіти, що ґрунтується на використанні сучасних інформаційних та телекомунікаційних технологій. Підкреслено переваги дистанційного навчання, зокрема екстериторіальність, синхронний і асинхронний режими взаємодії учасників навчального процесу. В умовах дистанційного навчання відбувається практичне засвоєння інструментів інформаційно-комунікаційних технологій. Наголошено, що дистанційне навчання забезпечує доступність різноманітних навчальних ресурсів, дає можливість отримати освіту в зручній, адекватній і відповідній формі для студента, допомагає розвивати здібності студента, забезпечує обмін даними, комунікативну діяльність на базі професійних і освітніх інтересів, підвищення кваліфікації, здійснення перепідготовки або зміни професійної діяльності.

Досліджено освітнє середовище як поєднання оффлайн і онлайн структур у монокультурному та полікультурному просторі. Підкреслено, що з розвитком інформаційних технологій підвищується комунікативна ефективність студентів, спрощується доступ до міжнародних ресурсів. Обґрунтовано зміну моделі освітньої комунікації, у результаті чого відбувається залучення більшої кількості джерел інформації і каналів комунікації у простір інформаційних потоків.

Зроблено висновки про зміну технології передачі інформації в сучасному закладі вищої освіти. Комунікаційні можливості освітнього процесу в умовах дистанційного навчання залежать від засобів передачі інформації, що відповідають цілям і завданням навчання. Зміни регламентації освітньої комунікації, модальність процесу навчання полягає в оцінці інформаційного освітнього потоку з боку суб'єкта навчання при вирішенні особистісних освітніх завдань.

Ключові слова: дистанційне навчання, освітня комунікація, конструктивізм, інформаційно-комунікаційні технології.

Abstract. The article analyzes the features of educational communication in higher education institutions in the context of distance learning. It has been noted that the ultimate goal of educational communication is both the transfer of information and the formation of a certain system of students' knowledge, skills and competencies .

The objective of the article is to analyze the features of the model of educational communication as a classic element of the information and pedagogical environment in terms of distance learning on the basis of pedagogical constructivism, presented in modern domestic and foreign studies.

It has been analyzed the concept of distance learning as a purposeful interactive process of higher education, based on scientific sources and the use of modern information and telecommunications technologies. The advantages of distance learning are emphasized, in particular extraterritoriality, synchronous and asynchronous modes of interaction of participants of educational process. Under the distance learning mode there is a practical mastering of information tools and communication technologies.

It has been emphasized that distance learning provides access to various educational resources, gives an opportunity to receive education in a convenient, adequate and appropriate form for the student, helps to develop student abilities, provides data exchange, communicative activities based on professional and educational interests, training, retraining or change professional activity.

The educational environment as a combination of offline and online structures in monocultural and multicultural space is studied. It is emphasized that with the development of information technologies the students' communicative efficiency of increases, access to international resources is simplified. The change of the model of educational communication is substantiated, as a result of which there is an attraction of more sources of information and communication channels in the space of information flows.

It has been made the conclusions about the change of information transfer technology in a modern higher education institution. The communication

capabilities of the educational process in terms of distance learning depend on the means of transmitting information that meet the goals and objectives of learning. Changes in the regulation of educational communication, the modality of the learning process is to assess the information educational flow by the subject of learning in solving personal educational problems.

Key words: distance learning, educational communication, constructivism, information and communication technologies.

Formulation of the problem. The modern process of learning in higher education is seen as a communicative process, which, at first glance, is the transfer of information given the complex context of the pandemic educational space. The specificity of this process is that the ultimate goal of educational communication i.e. not only the transfer of information, but the formation of students' certain system of knowledge, skills and abilities, and then competencies as a classic element of the information and pedagogical environment. The role of the teacher also changes in relation to the nature of the forms of information flow management in the educational process, which is called an external task, and in relation to the actualization of the information flow in the actual learning activities as an internal task. It should be noted that at the present stage of educational system development, the process of forming learning tasks should move from passive to active.

The analysis of research on this issue showed that some aspects of the problem of educational communication and distance learning on the basis of constructivism were considered in the research of such scientists as O. Dmitrenko, N. Zhevakina, S. Kushnir, A. Lototska, O. Pasichnyk, A. Midlyar, G Onufrienko, A. Chernevych, N. Polovaya, O. Ryazantseva, N. Tverezovska, D. Kasatkin, V. Tikhomirov, R. Levis, E. Kuendler.

Problems in the development of distance education have been studied by both foreign scientists (R. Delling, G. Ramble, D. Keegan, M. Simonson, M.

Moore, A. Clark, M. Thompson, etc.) and domestic ones (O. Andreev, G. Kozlakova, I. Kozubovska, V. Oliynyk, E. Polat, A. Khutorsky).

A. Andreev, T. Vakhrushcheva, M. Zagirnyak, V. Kukharenko, E. Polat, A. Khutorsky, I. Kozubovska, O. Rybalko, E. Dolynsky, M. Bukharkina, J. Vagramenko, V. Verzhbitsky, K. Verishko, V. Kaimin, V. Soldatkin, N. Sirotenko, N. Korsunska, O. Skubashevska V. Osadchy and others investigated the issues of introduction and use of information and communication technologies in higher school. Distance learning researchers have mostly focused on the analysis of didactic principles and the study of technological platforms. However, educational communication in the context of distance learning is still insufficiently studied.

The aim of the article is to analyze the features of educational communication in terms of distance learning on the basis of pedagogical constructivism, presented in modern domestic and foreign studies.

Presenting main material. The history of the educational system development allows us to predict the possible consequences of the introduction into pedagogical practice of a particular innovation. In the conditions of distance educational process the form and a kind of activity change to traditional receptions the necessity to formulate questions not on algorithm, and according to studying of a training material is added.

The concept of "distance learning" is interpreted in the scientific literature as a purposeful interactive process of interaction between teacher and higher education, based on the use of modern information and telecommunications technologies that allow distance learning, and thus provides education in the field of production, on the spot living, the ability to organize the process of self-education, planning and implementation of individual educational trajectory depending on their capabilities and needs, expands the range of people who have access to all types of educational resources beyond age, social restrictions, health, increases social and professional mobility [Zhevakina, 2003, p. 70].

In the process of distance learning, educational communication is decisive, the effectiveness of learning depends on its level. In scientific sources, the term

"communication" is defined differently. In the linguistic space, communication is seen as a process of active and accelerated exchange of information. Information in language and speech as an object of scientific analysis has become relevant since the emergence of text linguistics, in particular since the 60s of the twentieth century. Modern linguists actively use the conceptual apparatus of information theory, in particular its basic terms information and informativeness, and in the theory of linguistic communication, and in psycholinguistics, and in linguopragmatics, and in discourse, and in paralinguistics, and in linguosemiotics and other integrative sciences. The ability of language as a natural sign system to transmit information stems from its most important social function i.e. communication, through which the process of communication between individuals and the process of human evolution is possible. Since information is the basis of knowledge, and informativeness is the saturation of the message with new, valuable information for the recipient, both concepts are important and decisive for the study of the communicative function of language and speech. The main areas of information are political, economic, spiritual or cultural, scientific and technical, social, environmental and international [Onufrienko, 2010, p. 157].

In the conditions of distance learning, the form of communication also changes, especially during a pandemic, but with the implementation of distance learning it is possible to solve a number of tasks, in particular: to ensure the availability of various educational resources; the possibility of receiving education in a convenient, adequate and appropriate form for the student; to develop creative and intellectual abilities of the student through open and free use of all educational resources and programs, including those available on the Internet; data exchange, communicative activity on the basis of common interests, first of all professional and educational; organization of leisure, recreation and development; improve skills, retrain or change professional activities [Midlyar, 2017, p. 67].

The main advantages of distance learning are extraterritoriality, synchronous and asynchronous modes of interaction of participants in the learning process *teacher - student, student - student, student - study group*. Under the distance

learning mode it is possible to involve specialists from certain fields in training, to invite professors from foreign partner institutions of higher education. Also, simultaneously with the study of other subjects is the practical mastery of information and communication technology tools, as well as the possibility of ensuring the availability and continuing education throughout life [Midlyar, 2017, p. 66].

As you know, communication is an integral part of the pedagogical process, its level depends on the effectiveness of learning, especially in distance form. The interaction between the student and the teacher in the conditions of distance learning mode takes place within the artificially created communicative space. The communicative space presupposes the formed situation of interaction, in which there is a place, time and mutual desire for communication, aimed at achieving the goals of the learning process. Under the conditions of distance learning, this process is more complex, generated by the need for joint activities, perception and understanding in cyberspace. The main purpose of communication is to involve and motivate participants to learn. In remote mode, many types of traditional motivation do not work as effectively as usual. The most stable is the internal cognitive motivation, i.e. the motivation of conscious action. It plays a major role in distance learning. At the center of the communicative space is the subject, but during the design of interaction it is necessary to take into account not only the subject orientation, but also the motivational aspect of learning. Motivation to achieve the goal is realized in the success of the student's educational activities, in the pursuit of goals and persistence [Lototska, Pasichnyk, 2020, p. 13].

Within the framework of distance education it is necessary to create an educational environment where the student feels comfortable as an active participant in the educational process, forming a habit of independent learning, independent planning of their own field of study, search and information processing with modern lifelong learning technologies [Midlyar, 2017, p 68].

Scientists interpret the educational environment as a set of material factors; spatial-subjective factors; social components; interpersonal relations [Tverezovskaya, Kasatkin, 2011, P. 192].

The modern educational environment can be characterized as a combination of offline and online structures, and their interaction not only in a monocultural and multicultural format. Thanks to the development of information technologies, the communicative efficiency of participants in all educational processes has significantly increased, access to global educational information resources has been simplified, and there are more opportunities to meet human needs in educational information products and services. Of course, this could not but affect the emergence of new forms of pedagogical interaction and productive transformation of the old.

The information and educational environment is understood as a systemically organized set of information, technical, educational and methodological support, which is associated with a person as a subject of the educational process. As a fundamentally new educational environment, scholars often interpret the concept of "smart education", which brings together knowledge, students and teachers from around the world. The transition to XXI century education develops the necessary skills, including creativity and innovation, cooperation and leadership, intercultural understanding, communication, literacy in information and communication technologies, career and vital skills [Tikhomirov, 2013, p.6].

However, reforming educational processes in Ukraine in the context of globalization, joining the values of world and European level, as noted by S. Kushnir, requires creating conditions for the formation of a new teacher, rethinking the content and organization of the educational process taking into account the competency approach and constructivism [Kushnir, 2017, p. 65].

It is worth emphasizing that one of the essential indicators of a student's success in high school is his style of thinking, which is confirmed in the semiotic concept of culture. It is in this context that the problem should be considered from

the standpoint of pedagogical constructivism. At the present stage constructivism in pedagogy is considered as an educational model, the basis of which is the concept of cognitive development of J. Piaget, the theory of pragmatism by D. Dewey, the theory of social development by L. Vygotsky. Pedagogical constructivism is a theory and practice in the process of teaching and learning, which involves obtaining new knowledge through their own mental activity, activity and social interaction, the transition from the strategy of transferring ready knowledge to stimulate self-learning, self-initiation, self-organization, self-assessment [Kushnir, 2017, p. 66].

Constructivism in pedagogy can also be described as a technology of compiling an individual educational process of the student with the help of information technology. In this definition, an essential component is pedagogical technology as the ability of the teacher or electronic systems to respond and predict the reactions of the student in the process of educational communication.

And constructive pedagogy is a pedagogical process of the organization of the environment and means of individual training in collective and development of skills of independent training in the microenvironment of the individual. But one of the components of pedagogical communication is discourse, in all its manifestations, which arises in the dynamic processes of the modern educational environment.

In general, distance learning technologies allow to give the educational process flexibility, adaptability, interactivity, accessibility. In particular, during the pandemic, distance learning contributes to the emergence of new forms and models of learning in the modern educational space, as well as the possibility of creating "smart educational environments". Technology allows you to create fundamentally new teaching methods. Scientists note that the important characteristics of modern education include openness, virtualization and delocalization. Virtualization of education opens up fundamentally new opportunities to overcome important and pressing problems of modern society: increasing access to openness of quality education, including for people with disabilities; continuity of the learning process

throughout human life, which is a recognized need and requirement, which is proclaimed in the UNESCO documents [Polovaya, 2018, p. 62].

Due to this, it is possible to form an individual educational model in accordance with the competency approach i.e. to combine educational content and select methods of forming competencies in each case. Types of educational content are changing and becoming more diverse, there is a tendency to move from static content to open, interactive one. All this affects the teaching methods, the relationship between teacher and student, and as a result there is a transformation of traditional models. It's not just about technology, it's about a new philosophy of education.

This concept is based on the idea of adapting educational content to the individual needs of the student. A specific feature of the current socio-cultural situation in the educational space can be called the assignment of new information technologies to the defining symbolic function of building a new educational environment.

The model of educational communication in the space of educational cross-culture (information-educational culture) is changing. The traditional model "teacher - student - traditional teaching materials" in the pandemic is undergoing constructive changes. However, it should also be noted that in elite Western universities, the optimal model of communication is personal communication with the professor, and one professor has no more than seven students. The model of educational communication as a type of information and educational culture of the XXI century can be described as follows: "*student - teacher - electronic educational environment.*" In this case, the "teacher" in the traditional sense is not always a mandatory component. The classical model of communication has the following form: *addressee - code - information - decod - addressee*. Classical model of educational communication: "*teacher - code - information - decod - student*" and "*student - code - information - decod - teacher*". A characteristic feature of educational communication will be the involvement of more sources of

information and communication channels in the space of information flows. All this happens in the context of the information field.

However, in the information society, the number of codes is constantly increasing, so the educational process should be aimed not only at communication but also at constructive communication, which leads to the development of professional and personal qualities of the individual. Because educational communication was previously aimed at exchanging information, the educational communication model is now complemented by a competency-based approach. Constructiveness in this case will be manifested in the conscious formation of competencies.

We consider the organization of constructive training in the field of advanced training and self-education of teachers with the use of the Internet within the framework of educational cross-culture to be an important element of the quality process of education in a higher education institution in the conditions of distance learning. In this context, the question arises: how to create conditions for the formation of constructive skills and constructive thinking, as well as for the emergence of motivation to master technology for the professional development of the individual? The process of learning on the Internet can be considered as a model, using the activity approach to the formation of personality. Modern man lives in a rich and active information field with a constant need to learn, which stimulates the development of skills of self-education and self-development [Rebukha, Polishchuk, 2020].

The basis of professional development of the individual is considered to be lifelong learning, the use of critical thinking in the microenvironment of the individual [Quendler, Lamb, 2016, P. 278]. The ability to ask questions that can be answered with further analysis, changes in the information situation, synthesis, which requires a high degree of adaptability to the external environment contribute to the professional development of the individual.

Conclusions and prospects for further research. Thus, we can conclude that the technology of information transfer in a modern higher education institution

has changed, the communication capabilities of the educational process in distance learning depend not only on two participants - "student" and "teacher", but also on the means of information transmission adapted to learning goals and objectives. Meanwhile, the status of the student has changed in the modern educational process. Accordingly, the regulation of educational communication has also changed. Now the new modality of the learning process is to assess the subject of learning information educational flow and find the most useful information in it when solving personal educational problems.

Prospects for further research can be considered as the study the information educational environment and the formation of educational cross-culture, which causes a change in the usual models of educational communication.

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