Educational process efficiency prerequisites in the context of distance learning of primary school students

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Abstract:

The study examines the main prerequisites for effective distance learning for primary school students. Three key factors are identified: computer-oriented educational environment, learning skills and media literacy of students and teachers. An open educational environment includes accessible digital devices and resources that are age-appropriate and support play-

ful learning. The importance of selecting high-quality digital tools, using video communication and electronic textbooks is emphasized. The formation of the ability to learn involves the development of educational, organizational and control and evaluation skills. Of particular importance is the independent work of students and support from the teacher. Media literacy ensures the critical and safe use of information in the educational process. It is formed through integration into various academic subjects. The study emphasizes the importance of these components for creating an effective distance learning environment.

Introduction

In the context of the emergency introduction of adaptive quarantine during the COVID-19 pandemic, the world faced new challenges that affected not only human health but also all spheres of life in general (1-5). At the beginning of russia's full-scale military invasion of Ukraine, these processes became even more urgent, as the threat to the lives of the population became even greater, and the forced relocation of families to other parts of the country or abroad led to the search for solutions that would allow them to continue providing education to students at considerable distances. Thus, there was a transition to distance learning via the Internet. Primary schools have not been spared from this implementation. And although the introduction of distance learning was spontaneous, we consider it appropriate to note and justify the prerequisites for the effectiveness of such learning for primary education - that is, those aspects that, before the start of distance learning, were a necessary factor in its organization at that time.

Long before 2019, distance learning centres were established in Ukraine, part-time education using distance learning technologies, advanced training courses at higher education institutions, institutes of postgraduate teacher education, etc. were popularized, so distance learning was mostly introduced into higher education. It is also evident that students of higher and postgraduate education have a sufficient level of skills to work in an open computer-oriented learning environment, unlike students of primary education.

Secondary and high school students have a formed ability to learn, which means they can navigate the information flows of the Internet, independently select online resources for homework, organize a workplace at home, and determine which application or computer tool is most convenient for them to use for distance learning activities. Even so, in the context of martial law and the pandemic, they had difficulty carrying out these activities due to the development of anxiety and depression, not to mention primary school students as a vulnerable population (6; 7).

Primary school age is characterized, firstly, by the transition from visual and figurative thinking to abstract thinking, mastering a new leading activity - learning, based on playful activities, which are leading in preschool age, mastering complex skills such as writing, performing arithmetic operations of the first and second degree, developing the ability to reflect, self-control, self-esteem, etc (8). In addition, students aged 6-10 are eager to use ICT, but often for entertainment purposes. As a result, they may develop a dependence on gadgets, which is associated with the vividness of the information presented on the World Wide Web and the wide capabilities of devices that allow them to process it (9; 10). All this determines the specifics of the approach to the organization of primary school students' education in the context of Internet learning.

The purpose is to determine the prerequisites of the educational process effectiveness in the context of primary school students distance learning.

The Prerequisites for the Effectiveness of the Educational Process of Primary School Students in Distance Learning

Taking into account the age psychological characteristics of primary schoolchildren, the content of primary education and the state policy in the implementation of the concept of open education, from a didactic point of view, we identify the following prerequisites for the effectiveness of the educational process of primary schoolchildren in distance learning:

1. availability of an open computer-oriented educational environment (COEE) of primary school;
2. formation of the skill of learning as a key competence of primary school students;
3. media literacy of primary school students and their teachers.

We define the above components as the fundamental basis for the implementation of an effective educational process in the context of distance learning. The successful formation and availability of the above components is not complete, as the educational process is also influenced by other important factors, such as the role and activities of parents, the presence of children with special educational needs in the classroom, and others (11). However, we define these four components as a necessary and sufficient condition for organizing the educational process of primary school in remote conditions, which will ensure both the quality of educational services and the continuity of education. Let us describe each of the four components of effectiveness in more detail.

Availability of an open computer-oriented educational environment in primary school

In the context of studying the features of the structures of closed and open computer-oriented learning environments, it is determined that the factor that significantly affects the change of a traditionally closed learning environment into an open information space is the process of its gradual decomposition as ICT tools are involved in the educational process (12).

This process is nothing more than the process of modifying the traditional classroom system of education into its other form - distance learning. This process is a systemic factor. In our opinion, it is this factor that determines the emergence and development of the distance learning system, which has its own common and distinctive features for each level of education. It should be noted that in primary education, it is impossible to achieve the maximum possible distance of the educational process and learning activities exclusively within the framework of open COEE from the point of view of didactics, age psychology, ergonomics, etc. The essence of a computer-oriented educational environment is the use of computer-based learning tools, which constitute a separate group, and programs (applications) that are directly used in the educational process in the context of DL (13).

Modern technology allows access to the Internet not only through a computer, but increasingly also through mobile devices, thereby expanding the availability of online content in virtually any environment› (14, p. 61). Therefore, the group of computer facilities includes personal computers, laptops, netbooks, tablets, smartphones, etc. (15). The specificity of their use lies in the possibility of using the Internet, access to online resources, distance educational content, etc. The reason for combining funds into this group is the material and technical support of each individual family of junior schoolchildren. The school staff cannot directly influence this, nor should they force the parents of the student to purchase a particular computer. This is important because each family may be in a different financial situation, which can be supported by different circumstances: emigration of parents, refugee status, inability to work due to parental illness, the need to care for the sick or even imprisonment, etc (16–22). Instead, the pedagogical staff, the teacher in particular, influence the material and technical support of the family indirectly: through the selection of applications that can be used on all computer devices. This way, the opportunity for younger students to receive education is not interrupted. The creation of distance educational content also has an indirect impact on the material and technical capacity of a primary school student›s family. The educational materials taught by the teacher should be easy to use on various computer devices.

We will study online resources (applications) of the educational process for distance learning. A wide range of opportunities opens for teachers in the context of the diversity of such programs at the current stage of education development. In the didactics of primary education, there are no classifications in this regard, which leads to the unreasonable use of individual applications and platforms, their oversaturation of the educational process of primary school, the inability of younger students to use them, and the disorientation of students and teachers in the variety of such programs. This necessitates streamlining, identifying common features of each group of applications, and, on this basis, developing criteria for selecting online resources that will be optimal in the context of distance learning.

The following factors have a significant impact on the development of distance learning applications for primary school: the possibility of using them in synchronous and asynchronous learning modes; providing game-based learning activities; intuitive interface of the application for primary school children; providing feedback, matching the age and psychological capabilities of primary school children, etc. The analysis of sources shows that scholars and practitioners address this issue unevenly. For example, much attention has been paid to cloud-based learning technologies, while video communication programs have been the focus of attention since the introduction of quarantine in Ukraine. The issue of computer-based didactic games for younger students, e-textbooks, etc. also remains open (23).

For primary school students, especially those in the first cycle of education (grades 1-2), it is extremely important to gradually move from playing as a leading activity to learning. That is why role-playing games, folk games, didactic games, game tasks and exercises, game techniques for working with various didactic materials are widely used in the theory and practice of primary education. It is logical to ask about such games in the context of remote learning. One of the solutions to this issue is a computer game. The group of computer games includes didactic, reactive entertainment games, and competition games. In psychological and pedagogical science, such games are included in the group of closed games, i.e. those in which the ability to modify the course of the game is as limited or absent as possible. Activities in such games are organized by adults in advance (24). It is important to remember that the environment and educational process in primary school contributes to the formation of a new leading activity - learning, but the game does not disappear without a trace.

Let's pay attention to computer-based didactic games for younger students. Such games provide an opportunity for a student to work one-on-one with a computer and the educational material hidden behind the game plot. The younger pupil abstracts himself from everything around him, focuses his attention on the computer screen, is fully imbued with all the events unfolding during the computer game, thinks algorithmically: what action should be performed first, what action should be performed next - in accordance with the conditions and rules of the game. Computer games are an emotionally stimulating medium, i.e. they do not limit the expression of emotions that arise during the game itself. Instead, didactic games, as games that are teacher-driven and controlled, are less interesting than computer games. The synthesis of a didactic game and a computer game results in a type of these games in which the teacher's leading role is hidden, the student is offered to play a game by the computer itself, and learning will take place unnoticed by the student, because the teaching teacher is physically absent, and the game approach to the presentation of educational content is presented by a computer tool. The peculiarities of using computer games for children are that they can be an element of the lesson, as well as facilitate the mastery of educational material that is difficult to perceive and understand in a regular educational environment (24). Such a characteristic of computer didactic games reveals the relevance of their use in the educational process of primary school in the context of distance learning. A prerequisite for the use of computer didactic games should be summing up the results after the game reflection. The difficulty lies in the fact that the child's imagination is not yet sufficiently arbitrary, and the images of characters or objects

that were present in the computer game are vivid, events unfold dynamically, the plot changes quickly, etc. It is important that students can reflect, including with the help of the teacher, on what knowledge they have acquired during the game, what was difficult for them, and what, on the contrary, was known and easy to solve. Only if there is a joint discussion after the completion of the computer game and reflection will computer didactic games have a positive didactic effect, contribute to the formation of the necessary competences (25).

Computer didactic games are part of the group of electronic educational game resources (EEGR) - computer game lessons. Of course, such game lessons are not a lesson, because a lesson is both a pedagogical phenomenon and an educational process in general, so we will focus on the game form of implementation. Let's take, for example, the computer package of game lessons for 1st grade students 'Smart kids', developed to implement a pedagogical experiment (Order of the Ministry of Education and Science of Ukraine No. 1234 of 30.08.2017) (26). The specificity of such lessons is a program that is installed on the teacher's or students' computer device. Each student has access to the game-lesson with a unique password and login. The Smarties game-lessons are a set of exercises for generalizing knowledge. Each task is preceded by a sample voiced by an adult. The educational purpose of these games is that a set of game exercises have been developed for each lesson topic of a particular subject in accordance with the curriculum and offered to students. For example, the topic "Consolidation of knowledge about the numbers 2 tens. Counting by tens up to 100" (1st grade), 20 game exercises have been developed to consolidate knowledge. For each correctly completed task, the child is awarded points, and the image of the completed task is displayed on the chronological line of the tasks. Interestingly, in case of a mistake, a hint signal is sounded to let the student know that he or she is wrong. The impossibility of moving on to the next task without a previously completed game exercise helps the student to think about what his or her mistake was and, if necessary, return to the explanation of the task. The competitive effect also enhances the motivational content of the game lesson (26). In the electronic journal, the teacher can see which student has completed how many tasks. If necessary, they can display a table of results and demonstrate them to the class. The point is that students will not see which task a particular student made a mistake on, but will only see the number of points scored, and thus the motivational component of the lesson is enhanced. The possibility of using such computer game packages is also realized in the context of remote learning, and the results will be displayed only to the teacher, which does not require the presence of both the teacher and the students in the educational institution. Such EEGR can be for one school subject and integrated for integrated courses. The authors have developed methodological recommendations for the use of EEGR for primary school: they propose a methodology, criteria for assessing the effectiveness of the educational process using EEGR, and technological maps for preparing mathematics lessons, etc. (27).

The practice of using online test environments is common in the context of distance learning for younger students (27). The teacher prepares such tasks in advance and indicates the correct answer. Students are given access to complete the tests, most often by vocation. Although the use of this form of testing students' knowledge is widespread, it should be noted that such forms of work are not productive, require reproduction of the answer, and do not promote active thinking, solving educational tasks and problems. The didactic principle of distance learning - activity-based assessment criteria - is not actually implemented.

A noticeable improvement in the organization of the educational process in remote conditions is the availability of video communication, especially for collective forms of learning activities (23). The technical capabilities of computer devices provide video interaction based on the Internet and mobile communication. The implementation of distance learning using video communication is especially important for younger students, because students in grades 1-4 do not yet have the ability to self-organize their learning activities, which determines the leading -

managerial - role of the teacher in the educational process in general. Video communication in a remote environment makes it possible to identify the personality of a student or a teacher, i.e. has a direct functional impact on the educational process. The indirect impact is manifested in the fact that students must maintain order in the workplace, prepare the necessary materials for the online class in advance, put away unnecessary things, put their appearance in proper order, ensure that there are no distractions, etc. The same requirements are imposed on the teacher, who is a role model for younger students.

Video communication software (VCS) for online classes is also justified by the possibility of demonstrating the teacher's computer screen (23). For example, when explaining new educational material, a teacher can illustrate an oral explanation by demonstrating a presentation on the topic of the lesson prepared in advance, can visualize concepts or data that are difficult to understand, and can highlight the conceptual emphasis of the lesson and terms.

A functionally convenient addition to an online lesson is a message chat. The teacher can ask for feedback in the chat, for example, at the beginning of the lesson to determine the level of Internet connection, how well they can be heard and seen. Students can let you know if they have understood the new material, write answers to questions, comment on their classmates' answers, add to them, or offer a different point of view. Message chat provides quick feedback and requires students to type correctly, avoid grammatical and spelling errors, etc.

The use of video communication software in a remote environment leads to a new form of teaching - online lessons. Preparing a lesson via video communication has its own specific features and differs significantly from both the process of preparing a traditional lesson and the process of the lesson itself. Firstly, this specificity is manifested in the selection of forms of activity for students and teachers, the choice of online resources, sanitary and hygienic requirements for working with computer devices, age-related psychological characteristics of primary school students, etc.

Teachers, as leaders of the student body, also need to pay attention to ways of organizing learning activities with electronic textbooks (ETs), which have become popular with the introduction of digitalization of education.

Electronic textbooks in the educational process can be used to more fully implement the didactic principle of visualization of learning, self-study; rationalization and intensification of the processes of repetition, generalization and systematization of knowledge, formation of skills and their application in practical activities; development of students' cognitive abilities to independently perceive, understand the educational material provided and explained with the help of autonomous multimedia audiovisual means (28). They are a multisensory learning tool characterised by multimedia, hypermedia, thus creating favourable conditions for learning, based on the priority of the way of representing, explaining and perceiving the educational material and considering the age, psychological, intellectual, cognitive and physiological characteristics of students (28).

When comparing a traditional printed textbook with an electronic one, the following common features are identified: the educational material relates to a particular field of knowledge and is covered at the current level of scientific and cultural achievements; the material in textbooks is presented systematically a, i.e. it is a complete product consisting of many interconnected elements, which ensures the integrity of the textbook (29). There are also specific features inherent only to an e-textbook: unlike a printed textbook, an e-textbook on a particular subject may contain material of several levels of difficulty. In this case, it will be placed on a web link as one of the files, contain multivariate tasks for testing knowledge in an interactive mode for each level; the visibility in an electronic textbook is much better than in a printed one, as it is provided by the use of multimedia technologies: animation, sound and hyperlinks, videos, etc. (29).

Primary school teachers should be aware of the advantages and disadvantages of using e-textbooks in the educational process, identified by scientists, in order to organize the work of younger students in the context of remote learning, considering interactivity as one of the

main features and advantages compared to a traditional textbook for primary school.

Formation of the skill of learning as a key competence of primary school students

The development of the ability to learn (lifelong learning) in younger students is of great importance when introducing distance learning. In didactic science, a lot of work is devoted to this phenomenon. O. Savchenko identifies the structural components of the ability to learn: motivational (attitude and desire to learn), content (known and new knowledge, values, skills), activity (ways of organizing learning activities at different levels of complexity), control and evaluation (self-testing, self-monitoring of achievements, self-assessment, mutual control, mutual verification), reflective and corrective (self-knowledge and self-awareness of one's cognitive capabilities, desire to improve them) (30).

The process of educational activity in accordance with the structural components of the ability to learn involves the formation of the following groups of skills and abilities in junior pupils: educational and organizational, educational and informational, general cognitive, control and evaluation, reflective and creative skills (31). The content of the formation of these structural components is specified in terms of the traditional educational process with attendance at an educational institution. Let us briefly describe the process of forming the structural components of the ability to learn in distance learning among junior students.

The remoteness of the subjects of primary school interaction determines the priority of junior pupils' independent learning activities, while the subject-subject relations of teachers and pupils are not interrupted, only the conditions for their implementation change. In view of this, in each group of skills and abilities that specify the structure of the ability to learn, it is necessary to identify and characterize those without which the independent learning activities of primary school children in the conditions of the DL are impossible. These skills represent the activity component of the ability to learn. To learn independently, younger students need to master the basic skills: reading, writing, counting, reasoning, observing, using subject concepts and applying action skills (31). Since primary school students, especially those in grades 1-2, have not yet mastered basic skills at a sufficient level, it follows that it is impossible to completely distance younger students from a didactic point of view. Basic skills are of an interdisciplinary nature, represent an activity (process) component and are specified in general learning skills. O. Savchenko in 'Didactics of Primary Education' identifies the following groups of general learning skills: educational and organizational, educational and informational, general cognitive, control and evaluation, and reflective and corrective (31). Let us describe the role of each group of general educational skills and abilities of junior schoolchildren in the context of distance learning.

The leading learning and organizational skills of primary school students in the context of distance learning are: organization of a workplace at home, ability to work at one's own pace in a remote environment, ability to focus on one thing and distribute attention between several objects of learning, understanding the value of time and the ability to allocate it, etc., which are dominant in the formation of primary school students' independent learning skills, which is a prerequisite for DL. In general, in primary school, it is advisable to form values that will become the foundation for any activity of a person in life educational, either in the process of studying in educational institutions or during non-formal and informal education and self-education (32–35).

A primary school student who, under the traditional model of education, systematically attended an educational institution and studied in specially created conditions - a classroom - in the conditions of DL must organise a workplace at home, prepare the materials necessary for studying, monitor the order at the workplace, and eliminate stimuli that distract his/her attention. While in an educational institution this was indirectly facilitated by the educational environment and directly by the teacher's instructions, in a remote environ-

ment, the student often must do it on his or her own. Proper organisation of the workplace by younger students at home requires preliminary development of this skill in the context of traditional learning in an educational institution.

Orientation in time, the ability to use it rationally in learning activities in the context of DL poses considerable difficulties for primary school students. For example, younger pupils are used to the fact that the timeframe for completing tasks, certain activities, the duration of the lesson and the school day is primarily controlled by the teacher through announcements, instructions, comments, the school bell, and in physical education lessons - by the teacher's command, whistle, etc. Time, as a moment of action and as a long process, is perceived by younger students in a difficult and subjective way. Forming an understanding of time in learning activities is a long process, not without difficulties, which requires the teacher to select specific teaching aids, visual aids, etc. For example, in their practice, teachers often use a clock with a second and minute hand. Before a student begins an exercise, the teacher will give them a brief introduction: "You have six minutes to complete the exercise. Concentrate, children!" and puts an hourglass on a table or display stand for six minutes. The students can visualise the "passage of time". Towards the end of the time limit, the teacher again gives the instruction "Finish the activity. Let's check". In physical education classes, a stopwatch is used, in music lessons, a chronometer, etc. The conditions of distance learning complicate this process, requiring students to self-manage the duration of tasks, and more often the help of parents or an adult.

The conditions of distance learning are favourable for learning activities at one's own pace. In the context of individualisation and differentiation of learning, this skill requires special attention, because the child's personality is characterised by a different level of intellectual development, type of attitude to learning, educational needs and interests, character, social and living conditions, etc. All this has a complex effect on determining the pace of learning activity of primary school students (36). For example, if there is a need to perform a certain task that causes difficulties in perception or understanding at home, a younger student can devote more attention and time to it and ask for help from parents or an adult. In traditional education, this approach is difficult to implement, because there are students in the class who complete tasks quickly, learn new things, and there are those who need more time to complete their learning tasks. Children with special educational needs have a different learning pace: children with disabilities, gifted children, etc. One of the determining criteria that affect the inability to work independently at their own pace in traditional education is the number of students in the classroom. That is why the educational process in the context of DL is a favourable environment for junior pupils to work independently at their own speed.

The ability to focus on one thing and distribute attention between several objects of learning activity requires the arbitrariness of mental processes, such as attention, memory, thinking, etc. In primary school, the arbitrariness of these processes as a dominant feature and qualitative skill is still being formed, not characterised by completeness, perfection of the mental development of a child of primary school age. Under traditional learning conditions, such arbitrariness of mental processes is facilitated by a specially created educational environment, the teacher's leadership role, the conditions for completing tasks and exercises given in the textbook, etc. Instead, the conditions of distance learning are home-based, it is not a specially created educational environment. The whole household and its elements can act as side stimuli to a child's attention at home. It is especially difficult for a child of 6-7 years old to maintain attention, focus on tasks, studying certain educational material, because everything distracts: pets, toys, adult conversations, the absence of a teacher, the school's educational and material component of the educational environment, etc. The development of this skill is preceded by the systematic, planned and purposeful completion of learning tasks at home, in a specific workplace, within a specific time frame, etc. Research shows that attentive students who know how to manage their attention gain more knowl-

edge (37). To help a 6–10-year-old learner do this, it is helpful to provide them with tasks that are interesting to them, often with a humorous overtone or relating to heroes of their peers with whom they identify (38; 10).

We consider the ability of junior schoolchildren to work with a textbook (or an electronic textbook) to be the leading one in the group of educational and informational skills. Studies by Ya. Kodliuk, O. Savchenko and O. Yanchenko reveal the content of this skill as an acquired quality of a junior pupil and the process of its formation (31; 39). Scholars note that working with a textbook as a teaching method is represented in different types of work with a textbook. The main type of work with a textbook in primary school is work with each of the structural components of a textbook (39). However, there are other types of work with a textbook, including teacher-led and independent work. In the context of distance learning in primary school, the role of students' independent work with a textbook, including an electronic textbook, is increasing. If the stages of independent work with a textbook are observed (preparatory (orientation), executive, checking (controlling) stages), the formation of general learning skills and abilities takes place, and the development of student independence is ensured (39). Independent work with a textbook is impossible without the developed ability to work with text and extra-textual components, the ability to use the orientation apparatus - structural components of the ability to work with a textbook (39). In our opinion, the ability to use the orientation apparatus (preface, table of contents, rubrication, language designations, indexes, etc.) is the basis for organising junior students' independent work with a textbook in the context of distance learning.

Advantages of e-books: the following are among the advantages of e-books: light weight and small size compared to a set of paper textbooks; no paper or paint is used in the process of their production; the content of an e-book is cheaper than printing a traditional paper-based book; e-books create prerequisites for overcoming physical, sensory and cognitive barriers to education for students with special educational needs; significantly low cost of distribution of e-books; electronic editions can be downloaded from the comfort of your own home (29).

General cognitive skills of primary school children. This group of skills primarily deals with the development of mental processes, such as visual and semantic memory, imagination, fantasy, child's thinking, observation, reasoning and others. Among this group, we single out those that require close attention in the context of DL: the ability to use meaningful memorisation techniques and the ability to carry out project activities. We have already noted that the educational process in DL is implemented in a specially created open computer-oriented learning environment. This necessitates special attention to the preparation of visual aids and distance educational content, as the visual perception and visual memory of younger students are formed using computer devices.

The ability to use meaningful memorisation techniques is preceded by the formation of the arbitrariness of the memorisation process, using visual support for thinking and a memorisation attitude. Since the source of perception is changing from printed paper to digital media, the approach to the organisation of arbitrary perception and memorisation of primary school students is determined. One of the reasons for this approach is the rapid visual and physical fatigue of younger students when working with computer devices. To this end, the teacher should have a wide range of methodological techniques, tools and techniques and choose the most appropriate ones for use in the conditions of DL. One of these means of organising arbitrary memorisation is educational mnemonics. Researcher H. Chepurnyi defines it as a separate author's pedagogical technology - "Educational Mnemotechnics" (40). Considering the digital aspect of distance learning, we suggest that teachers use the following methods of educational mnemonics by H. Chepurnyi: 'Transformation', "Pictograms" (alphabetic and digital), 'Digital image' and others. The teacher's ability to organise arbitrary memorisation of junior pupils with the help of computer devices will prevent low motivation to learn, mechanical memorisation, low concentration, etc.

The complex ability to carry out project activities of younger students is formed over a long

period of time and in many ways. This skill is rooted in the student's independent learning activity, which is also formed throughout primary school. By preparing educational projects in various subjects, students gain experience in search activities, learn to plan a long-term task without teacher guidance, and develop the ability to work with different types of information. The conditions of distance learning are favourable for organising individual project activities - short- and medium-duration learning projects. When organising project activities for junior students in distance learning, teachers should keep in mind the didactic requirements for using project technology: interest in the problem, search activities of junior students; practical results of activities; clear planning of actions for project implementation (purpose, content, means, stages, time, results, etc.); an integrated approach to project activities - different types of information sources, a range of forms of cooperation (31, p. 300). It is logical to assert that without the prior repeated preparation of projects in traditional learning, the formation of this skill in remote conditions is impossible, as there is no pedagogical content.

The child's speech in distance learning requires special attention because the child is remote. The speech of younger pupils is a plane of continuous work of the teacher aimed at involving active and passive vocabulary, developing phonemic awareness, dialogic and monologic content. For junior pupils, the teacher's speech is a role model, an example of culture, purity and correctness of literary language.

Control and assessment skills. The ability to exercise self-control and self-testing, among other skills in this group, is of great importance for successful learning in remote conditions. Younger pupils' voluntary attention and the development of independent learning activities are the basis for self-control and self-testing in the learning process. The process of forming these skills is complicated by children's belief that it is the responsibility of an adult, a teacher, to check tasks. Self-control in the process of completing a task or exercise requires thorough preliminary work from the teacher: in no case should the content of the task be simplified specifically to facilitate its completion; ensure that students understand the importance of the sequence of the self-checking process; prevent mistakes in advance by discussing them before completing the task; clearly indicate the guidelines for independent work; avoid hyper-parenting in the process of independent learning activities, etc. The conditions of DL require increased teacher's attention in forming these skills objectively; it is impossible to allow younger students to neglect self-checking and self-control, as this will lead to inefficiency, low learning productivity, and ultimately to a child's disbelief in their own learning capabilities, reduced motivation to learn, lack of cognitive needs and interests.

Reflective and corrective skills. The ability of primary school students to reflect is relevant in the context of remote learning. Important in the process of reflective activity of primary school students is self-awareness of performance actions based on self-control and self-testing of the student as a subject of learning. Self-awareness (understanding) is preceded by self-knowledge - these are complex psychological and pedagogical processes, and, accordingly, determine the complexity of developing these skills in primary school students. As a rule, in practice, the teacher helps to carry out reflection by asking questions that ensure the student's understanding of successes and overcome (or not overcome) difficulties. Thus, it is appropriate for the teacher to ask the following questions: 'What did you manage to do easily?', 'What difficulties did you have in the process of performing the exercise?', 'What helped you overcome these difficulties?', 'What advice would you give to your classmates if they have a similar task?'. The content of such questions will help students to understand what actions, means or conditions ensured successful or unsuccessful completion of the task, what new skills they acquired while learning activities, how they prevented mistakes, etc. Practice shows that, having completed a task, students of grades 1-2 in traditional education report it to the teacher in an emotional, enthusiastic manner, wanting to receive approval, a grade or a positive assessment. When primary school children make mistakes, it is usually difficult to trace at

what stage of the task they have made, they ask for help from the teacher, and rarely analyse them on their own. Only a thorough systematic work of the teacher to develop the ability to reflect in traditional learning environments can contribute to the reflective activity of primary school students in distance learning (41).

Media literacy of primary school students and their teachers

The update of the content of primary education in accordance with the concept of the New Ukrainian School is represented in the State Standard of Primary Education (2018) (42; 43). Along with the update, concepts such as 'competences' and "competencies", 'cross-cutting skills', etc. have also appeared. Scientists interpret the concept of 'competence' as a given norm, a requirement that is alienated from the individual, socially conditioned; and 'competence' is a personal acquired integrated quality that includes: knowledge, skills, experience, emotional and value attitudes, personal qualities that are necessary and sufficient for successful activity (31, p. 142).

Scientists argue that key competences are most significantly formed using educational technologies (44). They are formed based on interdisciplinary (cross-cutting) and subject-specific competences. I. Kuzma and O. Yankovych note that technologies for the formation of ICT competence and lifelong learning competence are included in the group of complex technologies. These researchers also note that this group includes other technologies, such as the technology of collective creative education, technologies for maintaining a healthy lifestyle, etc. (44). Let us focus on educational technologies for the formation of information and communication competence of primary school students. There are different approaches to defining the concepts of 'information technology', 'information and communication', 'computer technology', 'digital'.

Considering educational technologies for their use in primary school, scientists have determined that information technology is a generalised name for technologies responsible for information activities (search, storage, processing, transmission, protection, etc.), including the use of computer devices. As for ICTs, they expand the capabilities of information technologies, as the priority is to ensure and support information and communication processes (44). Thus, depending on which aspect of working with information (educational material) we consider, the group of technologies will be decisive in the educational process.

Intermediaries in information technology can be media technologies responsible for the transmission of educational content. The concept of 'information technology' is broader than 'media technology', so they should not be synonymous. Among information technologies, media education technologies require attention. Media education in primary school is primarily the practice of preparing a primary school child for effective interaction with the media, which reduces the risks of negative media influence on the socialisation process and increases the resource opportunities for their positive developmental influence (44, p. 128). The result of the media education process as a component of the educational process is the acquired quality of a primary school student - media literacy as a component of media culture (3). The concept of 'media competence' is broader than media literacy, as it includes the ability to transmit media cultural values. Firstly, media literacy involves knowledge about media, their types, use, understanding the authorship of a media product, education through media and for media, including the moral and ethical aspect of being in the media space, etc. Media education technologies are implemented through a set of forms, methods, tools and ways of organising media learning activities. A notable phenomenon is the development of variable curricula for primary schools aimed at developing infomediate competence: 'Steps to Media Literacy' (V. Litostanskyi, V. Danylenko, V. Melezhyk, T. Ivanova, O. Volosheniuk, V. Ivanov), 'Digital and Media Literacy' (N. Sarazhynska, S. Yakuba), 'I am in the Media Space' (I. Ivanova, A. Kozhanova), etc. (47; 48; 49).

The analysis of these programmes allows us to highlight the possibility of integrating media education topics into the study of primary school subjects as an invariant component. Ta-

Table 1 Options for integrating the topics of the 'Me in the Media Space' programme into primary school curricula (indicative)

No.	The topic of the Programme 'I am in the media space'	Study subject into which the content of the topic is integrated
Topic 1.	The world of media - the world of information	Ukrainian language, Literary Reading, Computer science
Topic 2.	Visual media	Ukrainian language, Literary Reading,
Topic 3.	Information sharing via text	Literary Reading, Computer science
Topic 4.	Information sharing through photography	Ukrainian language, Technology/Design/ Labour Training/Art
Topic 5.	Transferring information with a picture	Ukrainian language, Literary reading, Art
Topic 6.	Audience media	Literary reading, Art
Topic 7.	Audiovisual media	Art, Literary reading
Topic 8.	Television is a source of audio-visual information	I explore the world, Art
Topic 9.	The art of cinema	Literary reading, I explore the world
Topic 10.	The Internet is a modern information space	Computer Science, I explore the world
Topic 11.	Advertising in the life of modern man	I explore the world
Topic 12.	Protecting human rights in the modern media space	I explore the world, Literary reading
Topic 13.	Critical thinking is a condition for media competence	Literary reading, I explore the world,

Source: own research

ble 1 shows approaches to integrating media literacy topics with other primary school subjects under the programme 'I am in the media space' (I. Ivanova, A. Kozhanova) (49).

Based on the data presented in the table, we conclude that the content of media education is organically integrated with all primary school subjects and follows a cross-cutting content line. This organic integration is implemented primarily through various types of work with media. An analysis of professional periodicals such as 'Primary School Teacher', 'Teacher's Palette', 'Primary School', etc. shows that teachers are very interested in using animated films, children's periodicals, comics in the educational process of primary school (49).

Thus, methodologically sound, systematic work on media education in primary school will contribute to forming the ability to communicate and express one's opinion through media, establishing relationships with classmates and adults; conscious perception of information, its critical

processing and interpretation; ability to work with sources, select them; awareness of the importance of citing authors to argue one's opinion; understanding the space constructed by media sources: distinguishing between virtual and real media environments, etc. (50).

Conclusions

To ensure the quality of distance learning for primary school students, it is necessary to consider the prerequisites for the effectiveness of the educational process in the context of distance learning for primary school students. These include the following: the availability of an open computer-oriented primary school educational environment; the formation of the ability to learn as a key competence of primary school students; media literacy of primary school students and teachers.

The presence of an open computer-oriented educational environment in primary school provides a transition from a traditional closed space to a flexible information environment. Such an environment includes various computer devices and applications that are accessible to most students and easy to use, regardless of the family's technical support. It is important to select digital resources that meet the age and psychological characteristics of students, have a simple interface, work in synchronous and asynchronous modes, and support game-based learning. A special role is played by computer-based didactic games and electronic educational game resources that combine learning with play, build competencies and motivate students. The use of video communication for interaction, feedback and visualisation of material also contributes to efficiency, while electronic textbooks complement learning through interactivity, visibility and adaptability to the needs of students. The combination of these components creates a modern, flexible and effective learning environment for primary school students.

The formation of the ability to learn as a key competence includes motivational, content, activity, control and evaluation, and reflective and corrective components that ensure the independence and awareness of the child's learning activities. In the context of distance learning, study and organisational skills are particularly important: the ability to organise a workplace, manage time, work at one's own pace and concentrate. The role of independent work with a textbook, including an electronic one, and mastering general cognitive skills such as observation, reasoning, and memorisation is increasing. Control and evaluation skills (self-control, self-testing) and the ability to reflect provide for the comprehension of one's own learning. The formation of these skills requires systematic work of the teacher in the face-to-face learning environment, which allows them to be effectively implemented in a distance format.

Media literacy of students and teachers ensures conscious, critical and safe perception and use of information. In the New Ukrainian School, it is seen as a component of information and communication competence and is formed through the integration of media education topics into various subjects, such as Ukrainian language, literary reading, art, computer science, and I Explore the World. Media literacy involves the ability to work with information, understand the authorship of media products, critically evaluate content, and express one's own opinion with reference to sources. For a teacher, this means a methodologically balanced selection of common media tools and the development of critical thinking in students, because the content of information that younger students process or will process during their studies in educational institutions and in everyday life is very diverse and impossible to predict accurately (51; 52). In the context of distance learning, media literacy becomes the key to successful learning and information security of the individual, including younger students (53).

This list does not limit the number of prerequisites for the effectiveness of the educational process in the context of distance learning for junior schoolchildren, but it allows us to focus on some of the most important ones.

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