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PSYCHOLOGICAL AND PEDAGOGICAL FEATURES OF THE ORGANIZATION OF DISTANCE LEARNING FOR STUDENTS OF HIGHER TECHNICAL EDUCATIONAL INSTITUTIONS IN WARTIME

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The system of the educational process and its approaches was radically changed by the challenges of the 21st century due to the military conflict. The main task of distance learning is not the acquisition of new knowledge but support, communication, switching students' attention. In the new difficult conditions of activity, teachers' attention should be focused on the student's personality. The teacher should create such conditions for learning activities that won't cause additional emotional stress, and treat with understanding the students' distraction, inattention and inertia during online classes.

The advice on the organization of the educational process in martial law was developed by the Civil service of Education Quality in cooperation with the Education Quality Assurance System Initiative, implemented within the project " Support to Government Reforms in Ukraine " (SURGe), and the MES Reform Support Team. At the request of applicants it is necessary to give them the opportunity to participate in the educational process remotely using a synchronous or asynchronous model of educational interaction [1].

Based on the specifics of teaching students in the technical field, the distance learning of technical disciplines should be aimed on repeating and systematizing previously studied material. To optimize the educational activities of students, it is advisable to focus on basic knowledge and skills, which is provided by educational and professional programs and normative educational documents. The presentation of new material should be specified, visualized for better perception.

Based on the difficult conditions in which our society finds itself, it is advisable to submit educational material in synchronous mode. For example it is recommended to provide the video recording for students who could not join the class. It is necessary to provide screenshots of solved typical problems to the topic being studied to consolidate the material, which most often occurs by solving problems. At the same time, modern information technologies allow to make the learning process more individualized. For example, the using of social networks or e-mail [2] in asynchronous learning would allow the student to choose the optimal time and pace of learning, to determine the level of cooperation with the teacher in the off-schedule. Therefore, it is important to combine different types and methods of distance learning to make the as comfortable as possible for all participants in the learning process and, at the same time, make it the most effective.

It is advisable to use computer-based testing using available learning platforms to control and adjust learning achievements. For example, Google Form or using a test system

on the Moodle platform could be used. It will be better to avoid standard oral questioning during the class, as this form of control puts extra emotional pressure on the student.

For strengthening the emotionally stable interest in the disciplines of the technical cycle it is advisable to form tasks which let the student show their creativity [3]. For example, it is recommended solving that problem which involves several solutions or different approaches. Also it could be online discussion of the implementation of the algorithm for performing the proposed tasks. In this case the teacher performs an advisory rather than supervisory function. Such discussions could help reduce the psychological stress of students during the war.

Thus, based on the peculiarities of martial law and the specifics of technical disciplines, the main emphasis should be put on the development of critical, creative and systematic thinking, the ability to logically justify personal position and perceive the learning process as the ability to constructively manage emotions.

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