

Axiological Dominant of Psychological and Pedagogical Methods in Distance Education

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ABSTRACT

The article draws attention to various ways of teaching. It is noted that the development of a technogenic society objectively sets other tasks and creates opportunities for the development of distance education. The purpose of the article is to substantiate, within the framework of the axiological approach, the connection between the theoretical and practical components of the educational process in distance education. The main research methods are causal-genetic and axiological. The information technology system (or ITS) for teacher training acts as a matrix that presupposes both the formation of stable knowledge on the relevant academic discipline in the process of distance learning and an understanding of the mechanisms of personality formation. Neurolinguistic programming and suggestions are used as tools for such a matrix. The article argues that the use of these techniques in the process of distance learning is an effective way for students to acquire knowledge and transform their psyche, aimed at overcoming psychological insecurity and developing a creative personality. The main conceptual provisions of the information technology system are highlighted, which allows, on the one hand, to form the teacher's pedagogical skills concerning distance learning, on the other hand, to change the student's value system, developing interest in knowledge and creativity. The practical significance of the study is emphasized, which consists in the possibility of reconsidering the principle of conscientiousness when organizing educational activities. The conditions for the practical implementation of the proposed concept are indicated.

Keywords

Variability; Distance learning; Personality; Neuro-linguistic programming; Psychological-associative approach; Sensitivity; Cooperation; Suggestion; Creativity

Introduction

The objective circumstances in which the education system is currently functioning induce the active use of distance work with students. This forces us to reconsider the ways of implementing educational tasks. While shaping the methods for their solution in the new conditions, we must not forget that historically, there have been formed both different ways of teaching and different approaches to assessing its results. Many teachers point out that the ultimate goal of the learning process is the formation of a harmonious personality. The only question is what the ways to achieve this goal are. For example, Johann Friedrich Herbart, a supporter of an authoritarian approach to education and upbringing, believed that training and moral education were the leading methods of forming a harmonious personality. To achieve the solution to these problems, in his opinion, it is possible to suppress the 'wild agility' of the child. Herbart also names the leading ways in which this 'suppression' is achieved, i.e. observation, order, and prohibition. In certain cases, corporal punishment is also allowed, but it is equally important for a teacher to be able to interest the student, to capture their attention. An additional role in management Herbart [1] assigned to the authority and love of the teacher, and the authority is necessary for the father and the love of the mother.

With the further development of pedagogical science, an increasing place in it was occupied by humanistic views. Humanists, first of all, recognized the rights of children and the value of their personality. The main directions of practical humanism are as follows:

1. National trend.

2. Psychological current.

3. Evolutionary course.

By and large, the goal of these three currents boils down to changing the relationship between learners and educators. The basis of this change is universal humanism. It presupposes the acceptance of the personality value of any student, its exclusivity, and the creative principle inherent in any student. At the same time, the goals, methods, and means of teaching were rejected that did not take into account the personal principle, i.e. distinctive features, interests, and aspirations of the student [2].

As the technogenic culture develops, other tasks are formed in the education system. The development of education began to be significantly influenced by such features of post-industrial society as the lack of constancy, the growth of acceleration, contradictions (rather, even conflicts) between the speed of biological, mental, and social processes [3]. In this society, information plays an important, system-forming role, which greatly enhances the importance of the education system. Naturally, this influenced the change in the content of the worldview, including the system of values and human needs. It becomes necessary not only to learn but to constantly retrain. Consequently, the education system should form a person who can quickly adapt to changing conditions. This circumstance leads to a change in the motivation system and the knowledge control system. The very subject of the educational process, becoming more and more autonomous, performs these functions.

The autonomization process of the subject of education also enhances the possibility of implementing the educational process in a distance form. This form of education creates several problems that require urgent solutions. One of them is the harmonization of educational and educational tasks.

There are two approaches for distance learning, i.e. the structural-system approach (or academic) and the psychological-associative (or pedagogical) approach. The difference in approaches to the creation of distance courses can be observed in the formulation of goals, objectives, and quality criteria.

If we consider the features of the academic course in technical terms, then it is necessary to highlight the strictly regulated (for example, the work program of the discipline) structural content of the distance course and, as a rule, certain types of content.

Pedagogical design involves first developing a pedagogical course scenario, taking into account the needs of the audience. The script describes the educational situation. Logically, it should be structured in such a way as to direct the independent formation of knowledge, abilities, skills, and values.

We must not forget that, following the results obtained in the learning process, during the implementation of the distance course, the goals and scenarios are constantly adjusted. At the same time, the reasons (or factors) for the work efficiency of students and teachers are identified, and the direction to eliminate these reasons (or factors) with all available arsenal of educational tools.

Based on the foregoing, the object of research within the framework of our article is distance education, the subject of research is the axiological component in psychological and pedagogical methods.

The purpose of the article is to establish within the framework of the axiological approach, which makes it possible to link the theoretical and practical components of the educational process, the relationship between values and personality when applying neurolinguistic programming and suggestion techniques in teaching.

This involves solving tasks such as:

- The productivity determination of suggestion and neurolinguistics techniques when using distance learning;
- The features of the suggestive pedagogy use in distance learning;
- The analysis of intuitive and sensory thinking and the influence of this process on the system of values and behavioral models.

Literature Review

The problem of a person's development as an integral function of education has always attracted the attention of researchers [4,5,6]. Many authors, referring to the problems of distance education, pay attention to the practical aspect, namely, developments in the field of network distance educational technologies and their further development in the information and educational environment in distance learning [7,8]. In terms of the problem we are considering, publications analyzing the results of distance learning are of considerable interest. They also consider the attitude to digitalization of the educational process on the part of its various subjects [9,10,11,12,13,14,15,16,17,18,19]. However, the disadvantage of most studies is that attention is paid only to the educational component, often reduced only to the knowledge of information technology. The problem of harmonizing educational and upbringing tasks within the framework of distance learning is practically not considered.

Materials and Methods

Vygotsky [20] and Leontiev[21] elaborated the conceptual problems of the information technology system of teacher training.

By the goals and objectives set in the article, we used the following research methods. The causal genetic method allows you to find a connection in which one phenomenon is the cause of the other and manifests itself as a consequence. Every phenomenon is a special process of self-development, on the one hand, it has a spontaneous character, on the other hand, it has its internal laws. Consequently, Vygotsky says 'The true task of analysis in any science is ... the disclosure of real causal-dynamic connections underlying some phenomena' [20, p. 96]. Therefore, 'we should be interested in... - in the opinion of an authoritative psychologist, 'not a finished result, not a result, or a product of development, but the very process of the emergence or establishment of a higher form, captured in a living form' [20, p. 100].

The proposed causal-genetic method for studying the process of personality formation involves a research study of the behavior of a subject entering a culture through the teacher's ability to use distance learning.

The axiological method allowed the authors to connect the theoretical and practical components, to establish the relationship between values and personality.

Results

It has already been noted earlier that the information technology system structuring for a teacher requires to understand the mechanisms of personality formation. One of them is the mechanism for shifting the motive to the goal, used at the primary stage of training. The subsequent stages of training involve the use of an identification mechanism. It is at these stages that such techniques as neuro-linguistic programming and suggestion are included.

Neuro-linguistic programming as a psychological direction was developed in the USA. Its significance lies in developing a strategy for success in the learning process. This technique is based on the use of physiological and psychological mechanisms. Let's figure out the terms that make up the name of the technique. The prefix 'neuro' indicates that the perception of information occurs through the human representative system (i.e. senses like sight, hearing, smell, touch, and taste). 'Linguistic' emphasizes the role of language as a sign-symbolic system in the process of encoding information. The concept of 'programming' in this case indicates the systematic course of neurophysiological processes. At the same time, various patterns like sensory, linguistic, and behavioral are a learning strategy.

Since there are three types of perception such as auditory, visual, and kinesthetic, the forms of distance learning should cover all of them (like audio material, video, lecturer's work, the pace of presentation, rhythm, etc.).

An auxiliary method is the metamodeling method or the pointing technique; one can restore certain information in memory, recalling the matrix of sensory representations. For example, if you have difficulty answering a student, you can display a slide from a previously presented presentation into a screen sharing.

Naturally, the distance learning process is impossible without a technological component. Manufacturability presupposes the optimal distribution of theoretical knowledge and applied skills in certain conditions of a particular time.

Now let us talk about the suggestion proposed by Lozanov[22]. This technique creates opportunities for the perception of educational material at the level of the representative system while increasing the activity of the psycho-states of the individual, revealing and expanding the possibilities of both memory, perception, attention. In essence, it 'reprograms' thinking and motivational mechanisms of behavior. The result of all this work is concert pseudo-passivity and infantilization. Achievement of these states is possible when overcoming 'anti-suggestive barriers'.

Suggestopedic methodology in distance learning contributes to the establishment of more productive interaction between the student and the teacher. The technique of this interaction is carried out with the help of such actions as infantilization and duality. The latter presupposes the process of perception, flowing through two channels, i.e. logical (stimulation of intellectual capabilities) and emotional-sensory (emotional structures). Thus, suggestion activates involuntary types of attention, which, in turn, are caused by direct interest. Pavlova and Ukhtomsky reveal the process of switching attention, which is important in the perception of the material. The use of distance learning forms makes it possible to quite actively using this pedagogical technique. This can be achieved, for example, by including video materials and presentations in the lecture material.

The awakening of interest in classes is facilitated by incentives, one of which is the feeling of success. The remote form allows already at the first stages to ensure the organization of training with positive results (i.e. online testing and the use of presentations by students when answering.)

There is no doubt that the learning process is aimed not only at acquiring knowledge, but also at transforming the psyche and, above all, overcoming psychological insecurity and building self-confidence. The effectiveness of the teacher's actions in this direction largely depends on the neutralization of stiffness in students, both at the physiological and psychological levels. Forms of distance learning allow you to neutralize anti-suggestive barriers and psychological uncertainty.

Let's pay attention to another important component of the learning process that is the technique of concert pseudo-passivity. It assumes a calm state that does not require special efforts to

memorize (since it is possible to view the recording of the material, and there are also no external signs of activity, i.e. a tense body and eyes fixed on the board). Distance learning helps the student to develop an intuitively calm perception of the educational material. Psychologists note that it is with this perception that its best assimilation occurs. Also, psychological studies have repeatedly recorded that approximately at minute 20 of the training session, a decrease in attention occurs. Suggestions allow you to correct this psychological state in trainees since it uses dialogue as the main form of material presentation. A specific form of such dialogue within the framework of distance techniques can be the use of a message board for students to summarize the material presented by the teacher during the lecture, the use of heuristic methods in the form of problem situations, and the provision of trainees with the opportunity to go to the search engine to search for situational tasks. The terms of these assignments are naturally regulated by the teacher.

The structure of using suggestions is also of particular interest. It includes three phases, i.e. pre-session, session, and post-session. In the first phase, you can give a presentation that can contain a lot of material that arouses interest in the study of a subject or a specific topic. The second phase is detailing and processing of the material takes place. The third phase involves actions that contribute to the consolidation of the material.

In the learning process, it is necessary to take into account the concepts of intelligence and creativity, as the ability to create and differ. Creativity includes, in addition to cognitive abilities, a motivational focus on acquiring knowledge. Therefore, the use of these methods in the framework of distance learning performs educational tasks aimed at forming an interest in acquiring knowledge, developing a creative personality, and placing at a sufficiently high level of knowledge in its value system.

Discussion

Therefore, based on the analysis of theoretical and methodological sources, we have formed a hypothetical concept of building an information technology system, on the one hand, the formation of pedagogical professionalism in the framework of distance learning, which involves the synthesis of theoretical knowledge, applied skills and information content, including informatization means. On the other hand, the pedagogical skill of the teacher contributes to the formation of interest in knowledge, develops the student's creativity, the desire for continuous learning in a rapidly changing world.

As the main conceptual provisions, we highlight:

- Shaping the personality of a teacher with a new type of professionalism;
- A teacher as a bearer of creative activity, capable of revealing the student's individuality;
- The process of the teacher's creative activity in the process of university training as reprogramming and the formation of pedagogical professionalism.

We have identified the principles of the information technology system:

- The principle of creativity;
- The principle of sensitive development;
- The principle of cooperation between students and teachers;
- The principle of educational process variability;
- The reverse correction principle, i.e. the impact of students' activities on the teacher.

The main condition for the implementation of an objective connection between the construction of the learning process and the result of a teacher's and/or student's personality formation is the use of sensory stimulation technologies (i.e. suggestions and neuro-linguistic programming).

Suggestions and neurolinguistic programming techniques activate both the emotional and creative abilities of students. This manifests itself in the joint creation of didactic material, for example, presentations, creating problem situations, and writing essays.

The nature of the relationship between the teaching structuring and the informational reprogramming of the student's personality is expressed in the definition of programs, making presentations, and presenting information concerning the sensory characteristics of students. The methods of self-diagnosis, self-management, dialogue communication, and neurolinguistic are used as methods aimed at solving this problem. It is they who contribute to the formation of creativity and university partnership as important components of teachers' and trainees' value system.

Conclusion

The authors see this research's practical significance in the possibility to reconsider the consciousness principle in the organization of educational activities. The personality self-determination is based on freedom, which manifests itself in the form of activity and responsibility, expressed in the form of behavioral self-regulation and activity. To implement the proposed methods for distance learning, the following conditions are necessary. The first is a conceptual substantiation of an information technology system based on the idea of cooperation in the implementation of creativity, sensitivity, and joint activity principles as a driving force of development and a means of teaching and upbringing, conditioned by psychological laws. The second is technological support that facilitates the use of simulation techniques, which are suggestions and neurolinguistic programming. The personality of a teacher as the carrier of creative activity is also a significant factor. The methods considered occupy an adjacent position between the motivational and educational aspects of the educational process. They contribute to the development of qualities such as planning, self-organization, purposefulness, fixation, and orientation to the present. All these factors undoubtedly play an important role in the personal value system formation.

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