THE ROLE OF COMMUNICATIVE ACTIVITY OF PARTICIPANTS OF THE EDUCATIONAL PROCESS IN MODERN CONDITIONS OF DISTANCE LEARNING

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Introduction. The effective functioning and competitiveness of a higher education institution depends on its ability to quickly adapt to the relevant conditions and needs of society, the state and take into account global trends in the provision of educational services.

Distance learning is a component of the educational process and one of the options for scientific and methodological cooperation of its participants [1]. However, the global Covid-19 pandemic has changed attitudes towards distance education, giving it the status of the main form of providing educational services by higher education institutions. This helped to transfer the entire educational process into cyberspace. That is why the communicative activity of the participants has become an integral part of the educational process.

Presenting main material. Communication technologies are a set of knowledge, information about the sequence of operations performed to establish psychological and informational contact between individuals [2]. In the context of the Covid-19 pandemic, communication technologies play a leading role in the organization of distance learning. They provide an opportunity to implement high-quality educational technologies based on high-quality information content of distance courses and provide access to various sources of information, technology mobility and maintaining feedback with consumers of educational services and their compliance with the quarantine regime.

The main purpose of educational communication is to involve participants in the learning process using communication technologies of the global network [3]. Moreover, participants in the educational process can be both active and passive.

Active participants are directly involved in the distance learning process, communicate using online platforms for teamwork (MS Teams, Zoom, Google Meet, etc.). Active participants in the communicative process provide a synchronous distance learning mode. Direct online communication of participants in the educational process is a necessary condition for this mode of distance learning.

Passive participants of synchronous distance learning may not be distinguished by activity in communication activities in the educational process, but may use the results of communicative activities of active participants and teachers. The number of people who passively participate in communication can be arbitrary, it is limited only by the technical characteristics of the computer network. At the same time, passive participants of communication at any time have the opportunity to become active speakers and vice versa. The main purpose of educational communication is to involve communicators in the value-based sphere of knowledge [1, 4].
The use of asynchronous distance learning also involves communication of participants in the educational process. But this mode of learning involves the use of mail servers, virtual learning environments and information support of educational platforms and services for learning (Moodle, Google Classroom, Prometheus, ED-ERA, iLearn) [5]. This allows participants in the educational process to create a flexible and convenient schedule for effective learning.

Conclusions. Thus, the communicative activity of the participants of the educational process allows establishing communication between the participants of distance learning and promotes the acquisition of the necessary knowledge, skills and abilities of students of educational courses. In particular, the use of distance learning is a prerequisite for a safe educational process in a Covid-19 pandemic.

References:


