

PSYCHOLOGICAL–PEDAGOGICAL FACTORS OF ACHIEVING EFFECTIVE COMMUNICATION BETWEEN TEACHER AND STUDENT IN THE DIGITAL SPACE OF DISTANCE EDUCATION

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ABSTRACT

Research into the scientific problem of educational communication between a teacher and students in distance education is today an important factor in increasing the effectiveness of learning. The authors analyze scientific approaches to such fundamental concepts as "communion", "communication", "interaction", consider the main characteristics of the distance education environment and the educational opportunities of online communication. The main issue of the study is the psychological-pedagogical features of communication between participants in the educational process in distance learning. The authors also focus on the features of the linguistic level of communication between a teacher and students in the distance education space, consider examples of a specific discourse of distance learning, which is a specialized clichéd type of communication between a teacher and a student.

KEYWORDS

Educational communication, communication and interaction in online learning, participants in the educational process, distance educational technologies, the formation of students' communicative competence.

1.1 CONCEPTUAL APPROACHES TO UNDERSTANDING THE CONCEPT OF "COMMUNICATION" AND ITS LEVELS IN THE EDUCATIONAL PROCESS

A systemic vision of the psychological-pedagogical factors of the effective process of educational interaction between a teacher and students under the conditions of online learning requires a clear definition of the key concepts of the problem field of our study, first of all – the concept of communication and its role in the educational process.

Communication is one of the most important and most general characteristics of any type of activity, a semantic aspect of social interaction. The most common understanding of the concept of "communication" is a form of connection, one of the manifestations of information exchange between subjects in the process of their direct communion using technical means. In communication theory, this category is most often used in the meaning of communion, exchange of information between people (groups); a specific form of human interaction in the process of life using language and other forms of connection (N. Luman, J. Fisk, I. Gorelov, T. Drydze, T. Yezhyzhanskaya, Ya. Zasursky, V. Kashkin, O. Kurban, A. Sokolov, F. Sharkov, etc.). So, as we can see, scientists associate the concept of "communication" with the concepts of "communion" and "interaction".

Communion is the interpersonal interaction of people, for example, when exchanging information of a cognitive and affective-evaluative nature in the process of intra-group interpersonal and mass communication. One of its main purposes is the implementation of the contact function and the function of mutual influence, that is, the social function of ensuring the reproduction of social relations. A number of researchers identify the concepts of "communion" and "communication" (L. Vygotsky, V. Kurbatov, O. Leontiev, T. Parsons, Yu. Prylyuk, K. Cherry, Yu. Habermas, etc.), and another approach is associated with their separation (V. Bekh, S. Denisyuk, M. Kagan, V. Lizanchuk, S. Maksymenko, S. Nikolayenko, V. Rizun, etc.). From this point of view, if communion has a practical, material and spiritual, informational and also practical-spiritual nature, then communication is a purely informational process – the transmission of certain messages. Also, communion is a subject-subject interaction, there is no sender and recipient of messages, but there are interlocutors, co-participants in a common cause, then communication is mostly an informational connection of a subject with one or another object – a person, an animal, a machine.

The third point of view on the question of the correlation of the categories of "communication" and "communion" is based on the concept of information exchange (D. Bell, N. Ishchuk, N. Zakharchuk, T. Lavrukina, M. McLuhan, M. Prysach, O. Toffler, etc.). Communion does not exhaust all information processes in society, covering all social subsystems. Moreover, verbal messages constitute only a small part of information exchange in society, in other cases, information exchange is carried out in non-verbal forms, and its carriers are not only non-verbal signals (facial expressions, gestures, intonation, etc.), but also things, objects, material carriers of culture that allow information to be transmitted in space and time. That is why the concept of "communion" denotes only those processes of information exchange that are specifically human activities aimed at establishing and maintaining interaction between people, and are carried out, primarily, with the help of language.

We can denote all information processes in society by the term "social communication". From this point of view, the most general concept is "communication" (information exchange), less broad – "social communication" (information exchange in society) and the narrowest, denoting a type of "social communication", which is carried out at the verbal level of information exchange in society, – "communion".

As O. Abakumova emphasizes, today the concept of "communion" primarily means interpersonal interaction, and social communication is assigned an additional meaning – the implementation of information exchange between subjects in different spheres of society [1]. On this basis, the author presents communion as a socially conditioned process of exchanging thoughts and feelings in various spheres of cognitive, labor and creative activity, implemented mainly with the help of verbal means of communication (non-verbal means play an additional role). Thus, unlike communion, the broader term "social communication" reveals the socially conditioned process of transmitting and receiving information both in interpersonal and in group or mass interaction through various channels using various communicative means. The author understands social communication as the process of interaction, the parties to which are an individual, organization or group, and the ways of communion of people that allow creating, transmitting and receiving various information [1]. In the process of communication, messages are exchanged, information is transferred from one person to another.

The concept of "interaction" is interpreted in dictionaries as "a special type of connection, a relationship that assumes mutual influences and changes between the parties" [2] and is most often used in

psychological-pedagogical research to characterize real interpersonal contacts of people in the process of joint work and to describe the mutual influences exerted by people on each other in the course of joint work. A number of scientists emphasize the connection between interaction and communion, sometimes defining interaction as a form of communion of subjects or even combining these concepts (I. Bekh, R. Bonzak, I. Bulakh, O. Volkova, L. Dolynska, L. Zhuravlyova, I. Zyazyun, S. Maksymenko, S. Farenik, G. Hibsh).

To ensure the quality of education, it is imperative to take into account the interaction of a teacher and a student, since it is precisely that, which is of decisive importance for all other forms of interaction in the educational process. If the teacher supports the student, shows sincere interest in the results of his/her learning, provides support at each stage of the educational process, then the student is more likely to want to communicate with the teacher and, as a result, will be more receptive to all other aspects of the educational process [3].

Scientists distinguish several styles of pedagogical interaction: communion based on a high professional attitude of the teacher, communication based on benevolence, communion-distance, communion-intimidation, communion-flirtation, etc. [4]. In pedagogical practice, one or another combination of these styles is usually found in one proportion or another, with a significant predominance of one of them [5]. Pedagogical interaction can be considered optimal and constructive if the communion of interacting subjects occurs on equal terms, which implies the exchange of information, and not just its transmission, and joint activity is built taking into account the individual abilities of the subjects, and mutual understanding is achieved with mutual emotional acceptance.

Knowledge of the strengths and weaknesses of the main styles of teacher-student relationships helps to build constructive communion, avoiding those teaching styles that do not contribute to the establishment of communication between them. For example, with an autocratic approach, the teacher only sets his/her requirements and monitors their strict implementation; with an authoritarian teaching style, students can still participate in discussing issues related to the educational process, but ultimately the teacher reserves all the main decisions for him/herself; with a democratic style, the teacher takes into account the opinions of students, seeks to understand them, convinces, rather than orders, communicates through dialogue on equal terms. It is also possible to distinguish an inconsistent communion style, when the teacher uses one of these styles depending on the external situation and his/her own emotional state, and an ignoring style, which is characterized by the fact that the teacher seeks to interfere as little as possible in the life of students, does not show interest in their opinions and does not take them into account when making decisions, performing only formally the duties of transmitting educational and administrative information. This style of relationship is harmful to the development of students, since they do not receive support and guidance from the teacher, which can lead to insufficient motivation and lack of development, which are necessary for the formation of skills in a future professional. The ignoring style can also create distrust and a negative attitude of students towards the teacher and the educational process itself. Therefore, it is important for the teacher to use a democratic style of relationship, which promotes the active participation of students, the development of their leadership skills and motivation to learn.

Modern scientists distinguish two main aspects of educational communication, considering, firstly, communication as the transmission of information in time and space from the recipient to the

communicator (teacher – student) (O. Vysotska, M. Zameliuk, V. Kornienko, Yu. Kosenko, O. Sumets, A. Tereshchuk, V. Tryndyuk, etc.) and, secondly, as communion between the main participants in the educational process (teacher – student; teacher – teacher; teacher – employee of HEI) (D. Dutsyk, I. Kondratyuk, M. Lisina, T. Pavlenko, R. Prima, I. Chaplay, etc.).

There are several types and means of communication, the most common of which is the division into verbal, non-verbal and visual means. Its structuring by levels, at which communication occurs, is relevant today in scientific literature. These levels do not equal a hierarchy, since the means of communication freely interact with each other. Most scientists (F. Batsevich, A. Kyrychok, V. Konetska, T. Kosmeda, M. Pentlyyuk, I. Rudenko, L. Stolyarenko, etc.) distinguish semiotic, linguistic, metalinguistic, paralinguistic, synthetic levels of communication as ways of transmitting information. Let us give a more detailed description of the levels of communication.

The semiotic level covers all sign systems, through which information is transmitted. The sign is the main constructive unit of this level. Existing typologies of features of sign (semiotic) systems capable of storing and transmitting information are built on various grounds in accordance with the understanding of the general theory of the sign. A social sign is understood as a symbol that can be realized in an object, word, gesture, action, image. Symbols include any signs, symbols, emblems that convey information about the social status of an individual, his/her belonging to a movement, organization or group.

The linguistic (speech) level of communication concerns the language itself and is created by words and word combinations. In this case, attention is focused on verbal means, including the word, as a communicative unit (word – speech act/utterance – discourse). Only through speech do verbal units fulfill their communicative purpose. At the same time, communication is realized in specific situations in accordance with the norms of speech activity, consisting of motivated actions of communicants (speech acts). Speech act – purposeful speech behavior, carried out in accordance with the rules adopted in this society; a unit of normative sociolinguistic behavior within a certain communicative situation. A speech act is always correlated with the person of the speaker, whose social status is taken into account when transmitting and receiving information. A certain statement regarding a speech act as a process is its verbalized result, the product of speech action.

The metalinguistic (interlingual) level of communication is created by special verbal means (metalanguage – the language of scientific and professional terms, concepts, explanations, definitions, which are the main units of this level). Metalanguage is a "second-order" language, in relation to which natural language is considered as an object, that is, the subject of linguistics. This is the language of scientific and professional terms.

The paralinguistic (near-linguistic) level of communication arose on the basis of the sound nuances of speech (tone, pace, loudness) and is created by non-verbal means of transmitting information, which are usually called paralinguistic means of communication in contrast to linguistic (verbal signs). The main units of this level are gestures, facial expressions, body movements, voice properties, pauses, range of melodic variation, tempo modulations, timbre.

The synthetic level of communication is created by a combination of verbal, non-verbal and artistic means of communication. It is a synthesis of the functioning of verbal and non-verbal means, which together

create a full-fledged communion. The simultaneous use of verbal and non-verbal means is due to the desire to specify information, make it more expressive and meaningful, in order to be able to influence the interlocutor. Although in such functioning non-verbal means are on the secondary plane of communication, they exert a more effective influence.

Educational communication is a purposeful process of information exchange between participants in the educational process, which includes the transfer of knowledge, skills, organization of educational interaction, etc. The basis of educational communication is the information field, which can be imagined as a set of information, data objects and subjects used to form students' professional competencies [6]. The source of information is the teacher, who, as a professional in a certain field of knowledge, is responsible for the formation of competencies, knowledge and skills in students. The student is the recipient of information, who as a result of communication with the teacher acquires professional competencies.

Communications between the teacher and students are carried out using a two-way communication channel. The communication channel provides the communicator and the recipient with the means to create and perceive a message, i.e. language signs, codes, material carriers of messages, technical devices. The effectiveness of educational communication depends on the presence of restructuring and deconstructing. A reconstructor is a part of the information field that helps in setting up communication channels between students and the teacher, and a destructor is a part of the information field that interferes with setting up these channels. The characteristics of the information field are the boundaries of the information space, the intensity of information flows, its scale, complexity, the number of communication channels, the speed of information movement, and the reliability of work. In the face-to-face format of education, the communicator (teacher) and the recipient (student) are inside the information field, communicating with each other face-to-face, which allows you to supplement verbal communication with emotional and sensory components (gestures, facial expressions, posture). The effectiveness of communication is also affected by the appearance of the communicator and the recipient (clothes, shoes, haircut, mobile phone, watch, etc.). The following communication reconstructors are characteristic of the face-to-face format of education: the presence of non-verbal and verbal means of communication; the teacher's regulation of the average number of events depending on the interest of the audience and the amount of data provided to them in a period of time; the system's high ability to cope with erroneous data and errors during the performance of tasks. The destructors of communication in the face-to-face educational format are the limited scale of transmission (information flows are limited by the physical characteristics of the audience) and the teacher's division of subjective and objective information within this scale. Given that the face-to-face format contains physical boundaries of information flows, the teacher can freely control all characteristics of communication.

The transition to distance learning revealed not only the need to improve communication processes in education and create an appropriate communicative environment, but also to increase the digital competencies of all participants in the educational process. In addition, distance interaction has blurred the boundaries between two complementary types of communication – verbal and non-verbal. At the same time, the significant non-verbal part of communicative interaction, which plays an important role at the stage of involving students in the educational process and forms the basis of their motivation, turned out to be complicated.

In the distance learning format, students and the teacher are outside the information field. The communicator and the recipient communicate with each other using virtual communication, which includes oral, documentary and electronic parts. As a rule, students, at best, see the teacher sitting in front of the screen, and the teacher does not see the students, since the speed of the Internet does not always allow the use of two-way video conferencing, and students do not seek to show their faces. And in the worst case, there is no visual contact at all, because the teacher, in response to the students ignoring the visualization, does not turn on the video camera either. The lack of direct visual contact between the communicator and the recipient does not allow the transfer of emotional and sensory components, which can reduce the effectiveness of communication. In this format, an interactive component of learning appears, to which the entire communicative load is transferred.

The following communication restructurers are characteristic of the distance education format: regulation by the teacher of the average number of events depending on the interest of the audience and the volume of data provided to them in a certain period of time; the presence of an electronic channel that allows the use of illustrative (interactive) materials in communication. The destructors of communication in the distance education format can be called the expansion and blurring of the boundaries of the educational information field, the presence of a verbal channel, the absence of restrictions on the scale of data transmission, the loss of control over the division of information into subjective and objective within a limited scale, the low ability of the system to cope with erroneous data when performing tasks, a decrease in the volume of perceived information due to the difficulties of self-organization of students in a home environment, a decrease in control by the teacher over the perception of information by students, the absence of an individual approach to them. For the distance education format, the expediency of presenting educational material is associated only with the verbal channel of communication, therefore the lesson plan is based on the presentation of basic information in an interactive component. Since the format does not contain boundaries in either the territorial component, time, or scale, the teacher faces problems in controlling all characteristics of communication and in establishing the boundaries of the educational field and time of communication (task deadlines, reporting formats, consulting on current issues, etc.).

1.2 ANALYSIS OF THE DISTANCE EDUCATION ENVIRONMENT AND EDUCATIONAL OPPORTUNITIES OF ONLINE COMMUNICATION

Today, the distance education environment under various socio-political conditions has become an everyday and integral part of the educational process in HEIs of Ukraine, but the question of the feasibility and effectiveness of implementing various pedagogical methods and technologies in it remains open and relevant. Now we can confidently state the fact of the existence of a new network generation of students, for whom a mobile phone, computer and the Internet have become natural elements of their educational space.

The concept of a distance education environment is understood by scientists as a set of digital platforms, various tools, resources and methods that enable students to learn without their physical presence, while ensuring flexibility, accessibility of educational information and an individual approach to

students through the use of video conferencing (Microsoft Teams, Zoom), software platforms for managing the educational process (LMS – Learning Management System (Moodle, Google Classroom)), interactive tools (Kahoot, Padlet), digital libraries, e-mail, web forums, chats, etc. This environment covers everything from video lessons and tests to forums and individual communication between a teacher and a student, which is fundamentally different from traditional distance learning.

Within the framework of electronic educational information systems in Ukraine, each HEI operates a digital learning environment consisting of the official university website, an electronic library, a training website, an MCW portal, etc. All educational and qualification and work programs are digitized and duplicated in a modular object-oriented dynamic learning environment (Moodle), which evaluates success both automatically and personally (in the form of attached tasks).

Distance learning is a very convenient and most accessible way of interactive relationship of participants in the educational process for the purpose of transferring and mastering knowledge, skills and methods of cognitive activity. Theoretical, methodological and methodical problems of distance learning are discussed and highlighted in the works of many foreign and domestic scientists (J. Andersen, O. Andreev, S. Vityvska, R. Delling, V. Kukhareenko, Ya. Necheporuk, M. Oliver, V. Oliynyk, E. Polat, M. Simonson, O. Tyshchenko, etc.). The distance form of education is positioned by scientists as an individualized process of obtaining education, which occurs mainly through the indirect interaction of participants in the educational process who are distant from each other in a specialized educational environment that functions on the basis of modern psychological, pedagogical and information and communication technologies.

Modern Ukrainian scientists define distance learning as a form of organizing the educational process, in which its active participants (the object and subject of learning) achieve the goal of learning, carrying out educational interaction in principle and mainly extraterritorially (at a distance that does not involve direct educational interaction of participants face to face, other than when the participants are territorially outside the possible direct educational interaction and when their personal presence in certain educational premises of the institution is not mandatory during the learning process)[7].

Therefore, distance education is mainly partially independent learning using technical, information, multimedia means, as well as the Internet, which includes contact with the teacher at the right time by means of distance transmission. Under distance learning conditions, subjects are separated in space and time, and the transmission and perception of information are implemented in a virtual environment. The organization of the educational process is ensured by a special system, a special methodology for developing textbooks and a teaching strategy, and the use of electronic or other communication technologies.

A key component of distance learning is the ability to connect to an educational portal to receive assignments and download answers. The advantages of using distance education technologies include no need for time-consuming travel, the diversity of curricula, the possibility of repetition, the absence of socialization problems, and inclusiveness. This technology is aimed at students, creating comfortable conditions for them to master educational information at any time; the teacher turns into an assistant, a mentor, his/her monologue is transformed into a dialogue between two colleagues, one of whom is more experienced; the process of acquiring knowledge in distance learning is the independent work of students, which plays one of the most important roles in the educational process. The disadvantages of distance

education include the low quality of the knowledge obtained, the need for the strongest willpower, asociality, equality, and unemotionality.

The terms "distance education" and "distance learning" are closely related to the concepts of "online learning" and "e-learning". The concept of "online learning" complements the concept of "distance learning", specifying the methods of acquiring knowledge and forms of contact with the teacher through the use of synchronous Internet communication technologies. Online education, unlike distance education, involves face-to-face communion in real time, conducting classes in the format of video broadcast or video recording, interactive seminars, network tests and quests, organizing feedback between participants in the educational process. The format of learning that is now mostly used by teachers should be called online learning using distance educational technologies. E-learning also involves the use of information and communication technologies. Unlike online learning, which takes place mostly in real time, according to a schedule, e-learning is asynchronous and is carried out at a time convenient for the student, which allows him/her to learn at an individual pace, but at the same time requires greater self-discipline

In distance education, the quality of the relationship between a teacher and a student is directly related to the effectiveness of student learning. Educational interaction can be considered optimal and constructive under conditions when the communion of the interacting subjects occurs on equal terms, which involves the exchange of information, and not only its transmission, joint activities are carried out taking into account the individual abilities of the subjects, and mutual understanding is achieved with mutual emotional perception [8, 9]. When relationships are harmonious, students feel care and support, which increases their motivation and increases interest in learning. Such positive relationships help create an open and inclusive learning atmosphere, thanks to which students are willing to spend time and energy on acquiring knowledge, which, in turn, contributes to their deep understanding and application in the future. However, if these relationships are strained or distant, students may feel deprived of attention, which will lead to the development of rejection and resistance to learning. In this case, the effect of student learning will significantly decrease. That is why the influence of the teacher-student relationship on the effectiveness of learning in distance education cannot be ignored.

In distance education, the role of teachers has undergone a profound transformation, they have ceased to be limited to the traditional status of a translator of knowledge, and have gradually turned into a guide, facilitator and reliable assistant in the process of student learning. This change in role requires teachers to adapt to the new learning environment and provide a variety of learning resources through the online platform, carefully organize learning activities, and also respond to questions and solve problems in a timely manner to help students develop the ability to learn independently and realize their individual development goals.

1.3 PSYCHOLOGICAL-PEDAGOGICAL FEATURES OF COMMUNICATION BETWEEN PARTICIPANTS OF THE EDUCATIONAL PROCESS IN DISTANCE LEARNING

An integrated approach to solving the main tasks of distance education is a combination of a complex of psychological-pedagogical and information-communication technologies, computer learning, multimedia

technology and intensive learning methods. For effective communication in the process of distance learning, teachers must take into account the psychological difficulties that arise in students and develop ways to overcome them. The most important psychological problems of distance learning for students are the lack of face-to-face interaction, difficulties with motivation and concentration of attention, which lead to low academic activity, a certain confusion of students due to limited access to resources and support, technical difficulties associated with mobile connection, isolation and lack of communion and interaction of students, etc. [10].

The main educational goal is to form a number of competencies in students: subject (acquiring knowledge, skills, abilities and experience), meta-subject (mastering communicative and cognitive methods of activity), personal (forming a system of value relations towards oneself, learning, etc.). Higher education sets complex tasks for the formation of a highly motivated person who independently builds his/her educational trajectory throughout his/her life. The advantage of modern students is that they easily navigate the world's information flows, but one of the significant shortcomings is that they often turn out to be dependent, unself-critical and disorganized, mostly aimed at finding and copying a ready-made solution to a problem, rather than finding ways to solve it. In the situation of transition to distance learning, all these shortcomings are amplified. The cognitive style of students belonging to generation Z (born after 2003) is changing. They are characterized by dynamic clip thinking and inability to concentrate, inability to read thoughtfully, highlighting the main points. The need for close control and literal explanation "on the fingers" from the teacher lowers the methodological bar of teaching. Students are less and less able to build a live conversation, formulate an opinion, competently paraphrase a text, give "ragged" complex answers, prolong pauses, and remain silent. The other side is the lack of boundaries and frameworks in communion on the Internet model, where you can start communicating with any person, regardless of social status and role, and relations are a priori meant to be friendly. To optimize this method of acquiring knowledge, scientists M. Oliver and K. Tigwell propose to apply a number of technologies and pedagogical approaches in distance learning, based on four educational theories: "constructivism, behaviorism, connectivism and cognitivism, to meet challenges and to optimize students' learning process" [11]. What is important here is the behavioral aspect and consideration of cognitive abilities, as well as the connection with the learning environment, and communication.

One of the main factors of productive learning for most students is the opportunity to socialize. For psychological comfort, a person needs a full-fledged existence and communion in society, not limited by circumstances that force them to communicate with the teacher and classmates only through electronic connection. When studying subjects remotely, students are deprived of live communion, which leads to a number of psychological problems that can negatively affect the success of their studies. The lack of a stimulus, such as a familiar dialogue or polylogue, often negatively affects interest in learning in general. A serious problem during distance learning is the low level of student motivation. A psychological barrier in the process of distance learning can also be created by the increase in the independence of the student, who most of the time is forced to comprehend serious amounts of information not under the patronage of a teacher-mentor, but by reading literature or watching video lessons. This imposes great responsibility on the student, because if a number of disciplinary conditions are not observed, there is a high probability of

academic debt. The student is required to have a high level of self-discipline, self-organization, responsibility and self-control.

Any distance learning implies intensive and purposeful independent work of the student, which must be constantly coordinated with the teacher using mobile connection, various instant messengers, e-mail, as well as video connection. The permanent lack of feedback due to possible delays in the exchange of messages can also provoke anxiety in students. Most often, in the process of distance learning, not all communion between the teacher and students takes place in real time, and a long wait for advice on completing a task or mastering the material can create psychological discomfort. Partial or complete lack of empathy and reflection in the process of correspondence and impersonal electronic communication between the teacher and students is another factor contributing to the emergence of psychological difficulties. Much depends on the personal interpretation of the messages read, while real communion has a more understandable emotional coloring due to the use of verbal and non-verbal means of communication.

A common reason for the lack of interaction, misunderstandings or even conflicts between students and teachers in classes is also the inadequacy of assessing students' knowledge.

Given the peculiarities of distance learning, there is a need to create optimal psychological conditions for remote interaction between students and teachers on a regular basis. The teacher can help students cope with problems associated with the lack of socialization by using interactive methods of distance learning – a business game, an online discussion or seminar, brainstorming and the case method, etc. The clarity of practical classes will also help relieve psychological tension in students and stimulate increased learning activity. Developing a group project will help to awaken empathy during communion via electronic means. This type of educational activity stimulates the development of an emotional connection both between students and with the teacher, whose participation involves intellectual support and resolution of possible conflicts at each stage of work.

Constant contact between classmates and teachers will help to overcome psychological discomfort in conditions of distance learning. For example, creating a chat in a mobile application or a group on a social network will enable continuous communion between students and teachers and will become a prerequisite for ensuring psychologically healthy relationships among all learning participants. This will allow timely resolution of organizational issues that arise during the training process, receive support and provide feedback. A group chat is also good because it allows all its participants to communicate at a convenient time for everyone, especially if several addressees can answer the question at once.

Thus, analyzing the activities of distance learning subjects, we can conclude that common communication problems in the digital environment are difficulties in establishing interpersonal contacts between participants of the learning process in the absence of visual contact; the need to comply with the norms and rules of telecommunication etiquette that operate on the Internet; inability to behave in an online discussion (silence, aggressive behavior, inability to defend one's opinion, speak concisely and confidently, etc.); difficulties associated with expressing one's own thoughts in conditions of prolonged dialogue and limited means of organizing it; personal communion with a teacher by e-mail; inability to self-organize and rationally plan independent work with educational materials, etc. The teacher, in turn, also faces a large number of difficulties, namely: organizing the activities of online students; choosing a style of communion

with individual students; determining their individual characteristics; forming effectively working small study groups; increasing motivation for learning; creating a favorable psychological climate during classes.

Three types of interaction are necessary for effective distance learning: between students, between student and teacher, between student and educational material. Interaction between students and interaction between the teacher and students are social and emotional spheres, and student interaction with educational material belongs to the cognitive sphere. Meaningful and systematic interaction between the teacher and students is of paramount importance from the point of view of motivation in any form of learning. Since motivation is not directly observable or influenced, teachers should monitor students and the learning process, ensuring the effectiveness of learning through interactive motivational strategies [12]. In this context, it is necessary to analyze students' successes and, in accordance with this assessment, select effective and consistent motivational strategies. It is through intrinsic motivation that students demonstrate self-organization skills.

When considering the issue of teacher competence in distance education, one should pay attention to the formation of his/her competencies in the field of using ICT. The teacher must have knowledge about the system of values of the modern information society, be motivated to master distance educational technologies and develop his/her methodological potential in this area, know the basics of working with information flows, methods of their processing, storage and transmission using IT, observe information security when working in the distance educational space, know the features of using modern information and communication technologies, methods of organizing feedback between participants of the educational process, features of conducting intermediate and final control using network testing, etc.

When teaching distance courses, the teacher may encounter psychological-pedagogical problems due to the specifics of the distance education environment. For example, the teacher cannot always successfully create a favorable psychological climate during training and constantly increase students' motivation to acquire knowledge. Let us analyze several ways to eliminate the negative psychological-pedagogical features of student-teacher communication. In order to compensate for the lack of live communication, C. Perz, B. Lang, R. Harrington recommend that teachers more actively involve students in the educational process, ask them to turn on the camera during classes, and use interactive platforms that require students to respond instantly. Researchers also emphasize the importance of constant coordination of interaction between teachers and students by the HEI management in order to identify emerging problems in a timely manner [13].

We consider the use of interactive methods (business games, online discussions, brainstorming, etc.) to be effective in solving problems related to the lack of socialization. In our opinion, it is also advisable to use the project method, since the development of a group project stimulates the development of an emotional connection both between students and with the teacher, who provides students with support at all stages of work. We also believe that in order to ensure a comfortable process of interaction and effective communication with students, it is necessary for teachers to form a clear system for evaluating the results of current and examination work, informing them about how to get help in case of problems with educational activities, and providing timely consultation to students.

Certain difficulties with organizing online communication are encountered in the process of communication between the teacher and students. During online lectures, it is difficult for the teacher to understand

how much the audience is included in the process of listening and processing information, how much students have time to learn new material. This is due to the lack of full feedback, since it is difficult for most students to ask a clarifying question in a chat, especially "live", with a camera and microphone connected. In turn, a teacher focused on presenting educational material may not track students' questions in the chat and not answer them. In practical online classes, students usually show greater communicative activity. However, here the teacher faces difficulties of a different nature, related to the use of various teaching methods aimed at actively involving all students in productive work. It is important for the teacher to expand his/her pedagogical repertoire through the active use of problem and discussion questions, creative and research tasks, various game techniques, etc.

Unlike direct communion in classroom classes, in online communication it is most difficult to establish emotional contact, which results in a certain alienation of teachers and students. This is due to the limited possibility of emotional influence through the use of non-verbal means of communion. Students who study remotely see only the "talking head", so they more often perceive the teacher as a "function" and understand him/her less well as a person. This, of course, reduces the educational impact of the teacher. The teacher him/herself also does not have the opportunity to perceive non-verbal signals coming from students in order to understand the level of involvement of each in the lesson. This often leads to the impersonality of online communion.

In a situation of such communicative alienation, problems arise with the educational motivation of students. A certain isolation from the educational institution, lack of interpersonal communion with teachers and classmates, difficulties in self-organizing cognitive activity — all this can negatively affect the motivation of students and reduce their satisfaction with learning. In turn, in a situation of impersonality and remoteness of pedagogical interaction, it is difficult for a teacher to use an individual approach to students. The only tool for him/her remains stimulating students' interest in classes through the original presentation of information and the creation of useful, interesting content.

To minimize the difficulties that teachers face when organizing communion with students during online classes and in the process of managing their independent work, it is important to optimize online communication, including regulating its rules, discussing the regulations and ethics of interaction. The "teacher-student" cooperation method is productive, which is based on the humanistic idea of joint activity of participants in the pedagogical process. Cooperation must be taught. The condition for the successful implementation of this method is compliance with some principles that the teacher must adhere to during the lesson. The positive interaction that arises in the process of joint activity allows students to feel both their own success and the success of their comrades. Joint work on completing the task stimulates close communion between students. By selecting the necessary material, discussing methods and ways to solve the educational task, and helping each other, students feel like a team. Each member of the mini-group is responsible not only for their part of the work, but also for the result of the work of the entire team. This approach contributes to understanding the need to listen to the opinions of team members, treat them with respect, and not reject someone else's point of view.

So, the main ways to improve online communion with students include the creation of a system of communication channels, regulation of online communication rules, prompt feedback, information

richness of learning through multimedia tools, the use of interactive, search, and creative tasks, openness and flexibility of the teacher, his/her ability to navigate in information, select it, and assimilate a variety of educational content).

1.4 FEATURES OF THE LINGUISTIC LEVEL OF COMMUNICATION BETWEEN TEACHERS AND STUDENTS IN THE DISTANCE EDUCATION SPACE

Educational communication, speech activity through the use of various digital technologies demonstrates some unique features that make it different from standard speech acts. Communion through electronic means of communication contributes to the emergence of a new type of language, called "e-discourse", which creates new forms and functions of language. Speech activity that takes place in a virtual environment (the Internet, social networks, messengers, etc.), combines the features of both oral and written communion and has specific features, for example, the use of emojis, abbreviations, a certain anonymity, a rapid change of communicative roles, thereby forming new language norms. The key characteristics of e-discourse are hybridity, i.e. a combination of elements of oral (informal) and written (text) speech, distance, dynamism of the course of communication, its personification (the possibility of creating a "virtual personality" that can be diametrically different from the real one), specific language (the emergence of new words, abbreviations and other features), etc.

We consider the following classification of linguistic features that can be observed in online communion to be the most accurate: orthographic features (alphabet, capital letters, spelling and punctuation); linguistic (informal vocabulary, abbreviations); grammatical (word order, sentence structure); features of discourse in terms of its coherence; paralinguistic and graphic features (ignoring capital letters and punctuation norms) [14]. The difference between offline and online written discourse is that language in the online context often exists in a non-standard form, when users apply non-standard spelling of words, ignoring the rules of grammar [15]. According to scientists, the correctness of writing the text, the pronunciation of individual phrases, and the construction of correct grammatical constructions fade into the background for a remote form of communication [16]. For participants in such communication, language is only a means of communion, when the communicator does not think about how his/her speech sounds and what he/she writes, makes many mistakes and is not concerned about this. At the same time, the abnormality inherent in this form of communion contributes to the emergence of new stylistic norms, phraseological units, the expansion of the vocabulary with neologisms and occasionalisms, and changes in the stylistic and grammatical standards of the language norm [17].

Language, whether written or oral, plays a significant role in the development of cognitive, social and motivational factors of personality development. According to sociocultural theory, students are not "clean slates", they bring with them to the educational process a set of ideas and beliefs adopted in the sociocultural group, to which they belong, and which is united by some common activity [18].

Analyzing the problems of the formation of modern educational communication, we will pay attention to the fact that its participants usually use non-standard pronunciation and spelling of words, combine

letters and numbers to create new words, use abbreviations (BTW, LOL, ROTFL), as well as graphic symbols. In terms of phonetics, students often use words that are consonant with lexemes that form the meaning of the statement, but do not correspond to traditional communicative practice. Changing language in the online context demonstrates that there are some new unique forms of language that can differ greatly from the standard language of educational activity. This problem is still at an early stage of scientific understanding and requires further development.

The linguistic features of the online context are unique. The distance form of learning creates a new lexical situation that arises against the background of a psychological sense of the conventional nature of the educational process, its virtuality, which lowers the threshold of control of speech activity, eliminates, according to the participants of communication, the need for strict adherence to the norms of academic educational communion, for which adherence to lexical norms is important, communion between teachers and students without the use of jargon, stylistically reduced vocabulary. Observation of the educational process under distance learning conditions shows that these trends characterize mostly the speech activity of students, however, for teachers, new opportunities for simplifying the speech act are often attractive and acceptable.

From the point of view of lexical features, it is possible to identify a number of features of the discourse of distance learning, which characterizes the linguistic situation currently developing in the Ukrainian system of distance learning. Among the most characteristic features of this discourse are the active use of exclamations that express a spontaneous feeling or reaction of the speaker to certain circumstances of the educational process (ooo, wow); affirmative-negative English words (yes, no), which are used as exclamations that serve to express feelings or reactions of students to some facts; the creation of new abbreviations (LOL (Laughing Out Loud), BRB (Be Right Back), OMG (Oh My God), IMHO (In My Humble Opinion), BTW (By The Way), G2G (Got To Go), ASAP (As Soon As Possible), FYI (For Your Information), IDK (I Don't Know)); deliberate simplification of language constructions (chom? (chomu), norm (normal'no), nz (ne znaju), mb (mabut')) in order to give speech activity a new semantic coloring, introduce ironic-democratic stylistics into interrogative language constructions; use of Americanized vocabulary (ok, good, trash, trouble), which is used to briefly and concisely express the speaker's attitude to the situation that arises in the process of distance learning; a large number of lexical units belonging to youth slang (vidosi, zashkvar, info-sotka, etc.), which, as a rule, are used by students in situations of informal communion with teachers. Another common technique that is actively used in e-discourse is the use of graphic means of reaction to what is happening (emoji), which, on the one hand, simplifies speech activity, transferring it to the category of a symbolic graphic system understandable to the participants in communion, and on the other hand, creates an element of carnivalesque in the communicative educational process. We can also mention the use of numbers instead of words (4 (for), 2 (to/too), 8 (wait) – w8, 4ever), phonetic spelling of words (u (you), thx (thanks)), etc.

We can state that distance online communion in the educational process is a separate special form of language, in which the oral and written parts are closely intertwined, creating a kind of tandem, when users, in order to save time, try to shorten their message as much as possible. Thus, today there is and continues to be formed a specific discourse of distance learning, which is a specialized clichéd type of communication

between a teacher and a student, which is characterized by the active use of exclamations, affirmative-negative particles of the English language, the creation of new abbreviations, a multitude of lexical units, and relative carnivalesqueness.

1.5 DISCUSSION OF THE RESULTS OF SECTION 1

Distance learning is a requirement of the time and is now, due to some circumstances, the main form of learning in educational institutions of Ukraine. However, the transition to new forms of educational interaction has highlighted a number of psychological, pedagogical and methodological problems that need to be solved for effective communication in online mode. Conducting a theoretical analysis of the problem and studying the results of the activities of teachers of several HEIs of Ukraine allowed us to conclude that the problems that arise in the conditions of distance education are similar.

The main psychological-pedagogical problem in the digital space of distance education today is the complexity of communion and emotional interaction between the teacher and students, as well as between students themselves. In the process of distance learning, there is a huge deficit of socio-emotional contact, despite the fact that new information technologies provide many opportunities for easy expansion of contact between people. The absence of the usual offline environment of the educational institution, separation from classmates and teachers can cause students to feel lonely and reduce their educational activity. In such cases, the teacher must provide emotional support, maintain a positive atmosphere in the classroom and encourage students to work together.

The conducted research showed that one of the main factors of the effectiveness of the educational process, success in studying an academic discipline is the teacher's ability to organize pedagogical communication with students, to achieve mutual understanding, without which the effectiveness of learning is impossible. The surveys we conducted and the students' feedback confirm that their attitude towards the discipline largely depends on the attitude towards the teacher. The lack of mutual understanding, the inability to organize effective communication can lead to problems in mastering the academic discipline, despite professional knowledge and effective teaching methods. Surveys of teachers also revealed the need to rethink many concepts and phenomena of the distance educational space. Not all teachers are yet ready to learn about the psychological characteristics of each student, to build a trajectory of the lesson, based on the personal characteristics of an individual student. Many teachers consider the main thing in the teaching process only their professional knowledge and its transfer to students, supporting their position on the subjective-objective nature of the educational process.

The educational process in terms of distance learning requires flexibility and a creative approach from the teacher. It is important not only to master new technologies and use various resources, but also to be able to adapt traditional methods to new conditions. An important role in this process is played by an individual approach to each student, the creation of a favorable and supportive learning environment, as well as the development of independence and responsibility in students. Only when these factors are combined can successful learning outcomes be achieved in the conditions of modern educational realities.

In terms of distance education, the interaction between a teacher and a student is the main component of educational activity, which is not only an important bridge for the exchange of knowledge and emotions, but also has a significant impact on the student's motivation and the results of all his/her learning. Instructional communication encompasses the transfer of knowledge and feedback, as well as the shaping and management of students' emotions, attitudes, and values. Positively building these interactive relationships can greatly stimulate students' enthusiasm for learning and further enhance their ability for independent learning and critical thinking.

Therefore, to solve the above problems and achieve effective communication between participants in the educational process in distance learning, in our opinion, it is necessary to apply a comprehensive approach that combines the use of innovative pedagogical methods to involve students in the educational process, coordination of "student-teacher" communication by the HEI management expansion of communication channels between students and teachers and attention from teachers to psychological support for students, ensuring interaction between teachers and students based on mutual respect and tolerance, training teachers to work in a distance format, preliminary planning of lesson navigation by the teacher using current information and communication technologies, etc.

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