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TO THE ISSUE OF THE COMMUNICATIVE DIFFICULTIES OF REMOTE/ DISTANCE LEARNING FOR STUDENTS

Online learning, distance/remote learning or electronic training is considered simultaneously a promising and complex phenomenon. There is an opinion that distance learning in its psychological characteristics is somewhat inferior to combined or full-time education, which students prefer, since during remote learning students are in a situation of uncertainty, and contacts with classmates and teachers are limited (Tus et al., 2021). Many studies (Bondarenko et al., 2022; Korobanova, 2020) confirm that in the process of distance learning, stress, depression and anxiety tend to increase. We decided to understand the causes of this phenomenon. Youth and emerging adults are at a special risk (Bondarenko et al., 2022; Korobanova, 2020; Tesler, 2022), they may experience concern, distress, social isolation, which can have short-term or long-term consequences for their mental health.

In this study, we conducted the analysis and comparison of the data obtained in the study of distance learning students of higher educational institutions in 2020, 2021 and 2022. This design allows us to more deeply and objectively judge properties of the influence of distance learning on its participants and was carried out for the first time.

At the first stage of the study, which was carried out during the first lockdown in connection with the pandemic of COVID-19 (May 2020), and in which students of the first and second year of higher educational institutions took part, for the total of 197 people (of which were 175 women and 22 men), data was collected which indicated a decrease in the activity of students in direct communication and interaction (Korobanova, 2020). At the second stage of the study carried out in 2021 (in which 112 students of higher educational institutions took part, of which 85 women and 27 men) data were collected regarding anxiety and stress (Bondarenko et al., 2022). At the third stage of the study, a deep interviews with young people who studied remotely were carried out, in which emerging adults of 18-23 years old participated. When processing data, we paid special attention to emotions experienced by respondents, training links that fall out during distance learning, as well as the difficulties that arise and which the participant of the educational process describes. We also asked to compare full-time education with remote and to characterize their differences.

In the pandemic conditions and martial law, education transitions into online format using various online platforms such as Microsoft Teams, Zoom, Google Classroom, Meet etc. The processing of data obtained at the first stage of the study showed that communications have transformed into an indirect or online form, social networks and telephone contacts. Stress manifestations were found, which consisted of experiencing pain of various etiologies, fatigue, sleep disorders, reduction of time allotted to wellness practices (sport exercises and relaxation).

Such manifestations of health disorders can be interpreted as a deterioration in the functional state of the body due to the influence of stressful experiences.

The second stage of the study conducted with the first- and second- year students has shown that between the samples of the first- and second- years, statistically significant differences in the experience of depression and stress can be identified. Based on the data we found, distance learning is especially problematic for students of the first year of education. We believe that the problem of anxiety of students in distance learning in the conditions of the COVID-19 pandemic should be further considered in a wider context of all social circumstances. The psychological background lies in the fact that learning is transferred to digital communication space. Thus, the links of real communication and interaction start to fall out.

At the third stage, our respondents in deep interviews drew attention to the fact that in distance learning there is practically no communication of peers among themselves. Young people during distance learning are deprived of the direct support of their group, do not feel in touch with it, its unity, life-space, which occurs in the group. While offline learning takes place in the field of the group, with distance learning, informal communication acquires mainly the form of correspondence on the Internet. Remote learning is mainly perceived as a pure transmission of information, without (or with severely lacking) emotional component, and due to this it becomes tedious, it becomes difficult to listen to the teacher. After five sessions in Meet, respondents feel emotionally burnt out.

Conclusions. Due to the fact that distance learning appeared relatively recently, its participants have not formed behavior models, and they do not really understand how to behave in a digital environment. The fact of differing emotional reactions of first-year students and the second-year students suggests that the reason lies not in the conditions of the situation associated with pandemia or military operations, but in the differences of group processes in students of different courses and their intergroup relations. The fact that the problem of negative experiences in distance learning has manifested not only in 2020 but all the way through to 2022 indicates that it is not temporary and is naturally inherent to the process of remote learning. It is also important that the training group, which is a real structure, in the Internet space acquires the features of the imagined group. At the same time, the group loses its living space (the one which unites members of the group into "we"), loses the functions of psychological support, informal and emotional communication of the participants.

References.

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