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КОММУНИКАЦИОННЫХ ТЕХНОЛОГИЙ**

**ХАЛЫҚАРАЛЫҚ АҚПАРАТТЫҚ ЖӘНЕ
КОММУНИКАЦИЯЛЫҚ
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TRANSITION TO LEARNING IN THE ONLINE FORMAT: INVESTIGATION OF TOPICAL ISSUES

Abstract. The article presents the basic procedures and operational details of the educational process in the process of transition to the online learning, outlines the main reasons for the aggravation of conflicts, and proposes recommendations as to the creation of acceptable conditions for increasing the effectiveness of the educational process in the online format.

Keywords: educational process, online format, educational conflicts, education transformation, edu-cational process efficiency

Historically, it so happened that educational institutions play an essential and sometimes the main role in the formation of the skills of individual socialization. While for schoolchildren the school was a place for the formation of the basic rules of coexistence in a society of peers, higher and specialized educational institutions form the skills of adult behavior pursuant to the rules, rights, and responsibility for their actions, statements, and choice of behavior model. That is, the educational institution has been an active environment for socialization. And, in-deed, from the first days of attending school, the student, and his parents, as it were, sign an unspoken agreement on the rules of conduct that are objectively binding on all students. Moreover, such rules are not subject to discussion and doubt. By the way, they are significantly influenced by the traditional, historically formed relationship —student– teacher – parent”, predetermined by the cultural code and mentality. In different countries, these relationships are so different that they can shock and cause rejection among representatives of different cultures. However, it is necessary to take into account the local specifics in order to understand the objective, obvious or hidden mechanisms of the formation of conflicts between direct and indirect participants in the educational process. Thus, the first and important characteristic of an offline or traditional learning format is revealed: the need to form a special educational environment with clearly defined and binding rules for all participants in the learning process. The second, no less important condition, which also contributed to an increase in the effectiveness of teaching, is the formal unification of roles and the alignment of students within the walls of an educational institution, regardless of social, financial, family status and the parents’ well-being. Coming to the class, students had the opportunity to leave family problems and traditions outside the school walls and plunge into another world of relationships between classmates and teachers. And the presence of a school uniform or a strict dress code made it possible to visually equalize the difference in the levels of parents’ creditworthiness. To summarize, it is necessary to provide students with mechanisms for unification, leveling the learning environment and ensuring the right to privacy [1]. The third prerequisite follows from the priorities and the internal culture of the educational institution. That is, status, prestige, cost, accessibility, uniqueness, risks of expulsion, difficulty of admission, and so on form the rigor of discipline, the sharing of values by all sides of the educational process and acceptance of responsibility for violations and prevention of conflicts. It is no secret that many institutions have a vicious practice of distortions in the reaction to the conflict on the part of the administration, from the complete covering up of their teachers in the —student– teacher” conflict, to the rapid dismissal of their employees without detailed investigation and analysis of the full picture of the conflict development.

Hence the need to develop and bring to the attention of all participants in the educational process an **impartial culture of conflict resolution in accordance** with clearly and fully prescribed procedures, mechanisms, and conditions. That is, each educational institution should, in principle, develop its **own procedural code**.

The authors in this study focused on the procedures and operational details of the educational process, which, of course, does not cover the full development of the student-teacher-parent relationship, but makes it possible to diagnose the main causes of exacerbation of conflicts in the process of transforming education into an online format.

The development of conflicts in educational institutions should not be underestimated. There are the well-known incidents abroad, when students decided to shoot their classmates and teachers in seemingly prosperous educational institutions. This could be the result of “bullying” by classmates and “bullying” by the teacher and due to acute and complex, timely unresolved conflicts.

The need to transfer the educational process during a pandemic to an online format has created an unprecedented practice of relationships between participants in the educational process, bringing about unexpected and completely new factors provoking complex conflict situations, which has been confirmed by many workers in the educational sphere.

All participants in the educational process faced difficulties in working remotely.

Teachers had to quickly master new learning formats, now they need to prepare for classes differently, the usual practices of conducting lessons and interacting with colleagues with students and parents have been disrupted, aggravated by the fact that not all of them know and are able to use all opportunities provided by educational platforms and various digital services that can assist teachers in their work.

Teachers admit that they do not understand how classes can be conducted without personal contact with children. Teachers with a long teaching experience find it especially difficult to adapt. With the transition to a full system of online education, there began to arise problems related to emotional stress, health complaints, irregular working hours and an overload of reporting [2].

In addition, the teacher loses control as he may not always be able to see what the student is doing during the lesson.

“If in full-time training a teacher can apply psychological techniques that will switch or focus the attention of a distracted student, then conducting a lesson online, he does not have such an opportunity. And in this case, control falls on the shoulders of the parents. Instead of doing his work or household chores during the lesson, the parent is forced to monitor the child’s work at the computer” [3].

If the same problems are considered in the context of a large family, when both parents and children are forced to be online at the same time, in a limited room, with a low level of sound insulation, then it is obvious that there can be no question of any quality of education.

Serious psychological problems arise, especially among primary school students, which during the period of distance learning cannot be dealt with without the help of an adult mentor, since they do not perceive the screen image as a teacher. Hence, problems arise with perseverance and concentration on the educational process. The low level of self-discipline and home environment do not allow the student to fully immerse himself in the educational process, and it can be difficult for parents raising more than one child to create the necessary atmosphere for learning [4].

If we pay attention to all three prerequisites of the educational process, then obviously all of them have undergone deformation in the course of online learning.

So, the first condition: the creation of an educational environment in the context of full online learning becomes almost impossible. The listener's home environment is associated with a place of relaxation, rest, home. The lack of a strict uniform that disciplines itself, as well as a clear workplace and work atmosphere, discourages, does not allow concentration, reduces concentration, even if there is no objective interference in the form of noise, extraneous sounds, events, people, and other distractions, with small children, pets, and household processes in the background. Therefore, the first condition is not met.

As for the second condition for unification and equalization, here too the conditions are violated. Even the level of gadgets through which the listener provides communication with the teacher varies for different students from primitive ones with a poor level of video and audio signals to the latest developments in the computer technology market. That is, a priori, equal conditions for acceptance, processing, analysis, and formation of information for feedback with the teacher are not provided. And if we add to this the different level of Internet connection, one can hardly talk about the objectivity of the assessment [5].

In addition, it should be noted that the online format violates the right of members of the educational process to respect the confidentiality of their private life. Requirements of teachers for students to keep the camera constantly on, possibly facilitates the process of monitoring and ensures the actual presence in a virtual lesson, but in turn forces students to demonstrate to classmates and the teacher the details of their life, which can cause acute discomfort, provide food for new conflicts. —bullying”, ridicule and comparisons [6].

And finally, the third condition. What rules, procedures and discipline can we talk about if the student’s relatives may be indirectly present in the educational process, who can afford devaluating, critical or distracting statements, as well as purely subjective assessments of the quality of the lesson, the teacher himself. And it is good if the loved ones strive to maintain the dignity of the student, strive not to interfere and to minimize interference. But, in practice, this is not always the case. Judging by the soundtrack and the external background, when the microphone is on, the listeners can sometimes observe a complete disregard of the student's interests on the part of the loved ones.

Another interesting observation in online learning is the violation of roles. If in offline mode the boundaries are clearly differentiated and the roles of speaker (teacher – listener (student are visually strictly differentiated, in the new format, especially in the conditions of anonymity and a disconnected camera, unscrupulous listeners, and sometimes emotionally unrestrained ones, can provoke conflict situations in order to assert themselves or a conscious desire to disrupt the educational process due to personal internal psychological problems [7].

Another problem is that in online learning, the teacher is deprived of effective feedback, not only verbal, but also non-verbal. High-quality teaching involves moving it around the classroom during classes and constant eye contact, as well as dialogue with students. Accordingly, he could identify students who are distracted, busy with another business, or just pretend to listen.

Conclusion

Thus, taking into account the above, it is proposed to observe the following recommendations, which will create acceptable conditions for increasing the effectiveness of the educational process in the online format:

1. The first lesson should be devoted to explaining and communicating to each student in writing and orally the binding rules, requirements, and procedures.
2. Assignments for individual performance should be revised so that students have an equal playing field, regardless of the level of gadgets and Internet speed.
3. Trainees must clearly understand the assessment criteria, considering the given specifics of training, so as not to doubt the objectivity of the assessments.
4. It is recommended to use only photographs of listeners as avatars with the full name of the listener.
5. To ensure the listener’s right to privacy, allow him to turn off the camera during unforeseen household processes that the student is not able to permit or control.
6. At the same time, it is recommended to require the teacher or classmates, when addressed, to turn on the camera simultaneously with the microphone. This approach significantly reduces the number of anonymous provocations of conflict situations.
7. Clearly fix the rights and obligations of all participants in the educational process, familiarize them with the procedures and conditions for resolving conflict situations.

8. Raise the status and ensure the preservation of the dignity of the teacher, as a carrier and conductor of not only knowledge of the discipline, but also the values of this educational institution.

9. Educational institutions should develop and communicate to all participants in the educational process, including parents, the provisions of the procedural code of relationships and conflict resolution along the lines: –student-student”, –student-teacher” –teacher-teacher” –teacher-parent” –parent-parent”, –student-group of students” as well as relations with the administration of the educational institution.

10. Research and prescribe options for the use of an effective blended form of learning in online and offline formats, because nothing can replace live communication.

In this article, an attempt has been made to generalize the factors of diagnosing conflicts from various angles and certain methods of resolving them in the process of the actual transition to online learning. Accordingly, this paper offers the author's suggestions for increasing the effectiveness of the educational process. The educational sphere is just starting to form a new multilayer and multi-factorial model for the development of relations between all participants in the educational process, including indirect ones, i.e. the administrative governing bodies both in the educational institution itself and at the state level, in a modern format, and, accordingly, the authors are planning to launch an extensive research program on this topic.

Following the proposed recommendations is likely to prevent educational conflicts and solve urgent problems during the transition of education to the online format.

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Исследование актуальных проблем при переходе обучения в онлайн-формат

Аннотация: В статье представлены основные процедуры и операционные детали образовательного процесса. Приведены основные причины обострения конфликтов в процессе трансформации образования в онлайн обучение. Также были предложены рекомендации, которые позволят сформировать приемлемые условия для повышения эффективности учебного процесса в формате онлайн.

Ключевые слова: образовательный процесс, онлайн-формат, учебные конфликты, трансформация образования, эффективность учебного процесса.

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Білім берудің онлайн форматқа көшуіндегі өзекті мәселелерді зерттеу

Аңдатпа. Берілген мақалада оқу процесінің негізгі процедуралары мен жедел мәліметтері келтірілген. Білім беруді онлайн-оқытуға айналдыру процесінде қақтығыстардың шиеленісуінің негізгі себептері айқындалған. Сондай-ақ онлайн-форматта білім беру үдерісінің тиімділігін арттырудың қолайлы жағдайларын жасауға мүмкіндік беретін ұсыныстар берілді.

Түйінді сөздер: білім беру үдерісі, онлайн-формат, білім берудегі қақтығыстар, білім берудің трансформациясы, оқу үдерісінің тиімділігі.

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МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИНФОРМАЦИОННЫХ И
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ХАЛЫҚАРАЛЫҚ АҚПАРАТТЫҚ ЖӘНЕ
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