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**CONTENTS**

**FUNDAMENTALS OF FOSTERING A CULTURE  
OF HEALTHY AND SAFE LIFESTYLES FOR STUDENTS**

Svetlana A. Kuptsova

4-8

**SUCCESSFUL DISTANCE LEARNING CONDITIONS IN HIGHER SCHOOL**

Irina V. Prikhoda,

8-13

## FUNDAMENTALS OF FOSTERING A CULTURE OF HEALTHY AND SAFE LIFESTYLES FOR STUDENTS

The article discusses topical issues of fostering a culture of a healthy and safe lifestyle for participants in the educational process, including teachers. At the same time, the culture of a healthy and safe lifestyle is considered as the basis for the organization of safe life, protection and health promotion, which contributes to the prevention of diseases, the formation of a value attitude towards one's own health and the health of others, self-organization of one's own activities, communication, behavior and the possibility of self-realization. The article presents All-Russian and city events aimed at fostering a culture of a healthy and safe lifestyle for participants in the educational process, the parameters for analyzing the system of activities of educational institutions used in the educational process, health-saving technologies, as well as the analyzed performance indicators of teachers.

### Keywords

culture, healthy lifestyle, safety, upbringing, education

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## 1. Introduction

The 21st century has long come into its own, but schools, secondary vocational schools, and universities prepare graduates who are not always able to fit into the rapidly changing world around them. With the clear leadership of electronic information, gadgets and ever more acute health problems, many graduates find it difficult to adapt to the rapidly changing socio-economic situation. Today, one can observe a violation of socialization, self-realization, self-education, the loss of the unifying function of culture, which performs a regulatory function in activity and behavior.

The cost of education becomes extremely high, since it is directly related to the changing state of health of the subjects of the educational process.

In connection with this situation, the task of fostering a culture of a healthy and safe lifestyle for all participants in the educational process, as well as improving the professional competence of teachers in the field of preserving and strengthening the health of students, is very urgent.

## 2. Methodological Framework

The methodological grounds for the implementation of the presented task in the education system are as follows:

- fundamental theoretical provisions on the nature and development of the human psyche, developed in the works of L. I. Bozhovich, L. S. Vygotsky, A. V. Zaporozhets, A. N. Leontiev, A. R. Luria, S. L. Rubinstein, D. B. Elkonina and others;

- the main provisions of the cultural-historical approach (L. S. Vygotsky, V. V. Davydov., V. V. Rubtsov, V. I. Slobodchikov, G. Tsukerman and others);
- the phenomenon of individual human health (N. M. Amosov, I. I. Brekhman, E. N. Weiner, E. M. Kazin, etc.);
- priority in the implementation of the preservation, strengthening and development of the health of students (pupils) are: axiological (O. S. Anisimov, M. V. Boguslavsky, etc.); anthropological (B. G. Ananiev, V. Frankl, V. A. Slastenin, B. M. Bim-Bad and others); environmental (S. V. Alekseev, I. K. Shalaev, V. Ya. Yasvin, V. I. Slobodchikov, S. V. Tarasov and others);
- system-activity approach - allowing to consider the preservation, strengthening and development of the child's health in the educational organization as a system, process and result (V. P. Bepalko, N. V. Kuzmina; V. I. Slobodchikov, etc.);
- competence-based approach (A. P. Tryapitsyna, O. E. Lebedev, I. A. Zimnyaya, S. G. Vershlovsky, etc.);
- a personality-oriented approach (L. S. Vygotsky, E. V. Bondarevskaya and others).

### 3. Results

In general, the issues of studying health, fostering a culture of a healthy and safe lifestyle of participants in the educational process can be found in the works of G. L. Apanasenko, R. P. Baevsky, N. M. Amosov, V. A. Ananyev, M. M. Bezrukikh, V. P. Kaznacheeva, E. N. Vayner, I. V. Dubrovina, V. P. Bepalko, A. M. Prikhozhan, V. E. Tsibulnikova, E. A. Levanova, L. G. Tatarnikova and others.

The culture of a healthy and safe lifestyle is understood by most researchers as part of the general culture of human society, a program for organizing safe life, protecting and promoting health.

The culture of a healthy lifestyle contributes to the prevention of diseases, the formation of a value attitude towards one's own health and the health of others, self-organization of one's own activities, communication, behavior and the possibility of self-realization.

Considering the culture of a healthy and safe lifestyle in the context of maintaining, strengthening and developing the health of students, attention should be paid to the following:

- fostering a culture of a healthy and safe lifestyle - a system-forming type of teacher's activity, aimed at forming a value attitude to health in a certain type of educational environment;
- the culture of a healthy and safe lifestyle is characterized by inextricably interconnected main aspects - scientific, practical and organizational.

It should be noted that the professional activity of a teacher is health-consuming, and the teacher's lack of value attitudes towards his own health and the health of others determines the problem of developing a culture of a healthy and safe lifestyle for the teacher himself.

Therefore, in an educational institution, it is important to pay attention to the readiness of the teachers themselves to bring up a healthy and safe lifestyle among students. This readiness lies in understanding the essence of health, a healthy and safe lifestyle, in the presence of motivation for self-development.

In general, a teacher's health culture is understood as a system of knowledge and skills, a value-based attitude to health, emotional-volitional experience of a teacher, his readiness for practical health-saving activities aimed at the formation, preservation and strengthening of students' health (V. V. Sokorev, N. N. Malyarchuk, V. E. Tsibulnikova, E. A. Levanova).

In order to contribute to the upbringing of a culture of a healthy and safe lifestyle of participants in the educational process, the teacher must be proficient in subject areas that perform an integrative function - psychology, pedagogy, and developmental physiology in accordance with the goal of education - the diversified development of the personality of students, including the formation of culture healthy and safe lifestyle.

Acquisition, actualization of psychology, pedagogy, and developmental physiology - knowledge is possible through the system of continuous professional pedagogical education, which contributes to an increase in psychological and pedagogical competence with the active use of the information component.

The core is teaching and upbringing methods aimed at activating the reserve capabilities of a person: art therapy methods, immersion method, audio-visual method, sound and light therapy, psychoregulation, etc. The use of these methods is possible only in the system of subject-subject interaction of a student and a teacher who activates the reserve capabilities of a person, contributing to the search for mechanisms of competent pedagogical influence on the personal development of a student.

In general, the teacher carries out informational interaction with his students. And the key concept here is the information interaction of people who owns himself. An indicator of this quality is, among other things, speech, communication skills, conflictological competence, stress resistance.

#### 4. Discussions

To solve the problem of fostering a culture of a healthy and safe lifestyle for all participants in the educational process, as well as improving the professional competence of teachers in the development and implementation of programs aimed at preserving and promoting health in educational institutions of St. Petersburg, events are held at the All-Russian and city levels:

- functioning of the Coordination Council for the protection of life and health of children in educational institutions of St. Petersburg;
- development and implementation of a city program to involve children and adolescents in mass physical culture and sports;
  - organization and conduct of the competition for schoolchildren in physical culture;
  - improving the material and technical base of gyms and playgrounds in institutions for children and adolescents, increasing the number of additionally equipped gyms in educational institutions;
  - city methodological association "Health at school";
  - competitions "School of Health", "Teacher of Health";
  - network research projects with the aim of researching the performance of educational organizations ("Monitoring health at school", "Information health technologies in the educational process", etc.);
  - innovative educational institutions in the field of healthy lifestyles;
  - study of the organization and results of the activities of Health Services in educational organizations, etc.

The analysis of the system of activities of educational institutions to foster a culture of a healthy and safe lifestyle of students is carried out according to the following parameters:

- a program to foster a culture of a healthy and safe lifestyle for students, the results of the practical implementation of the program or its stages;
- health service or center, health council, etc., its composition and local acts that determine its activities;

- monitoring the health of students, its complexity, taking into account the main indicators and methods of measuring health;
- physical education lessons (their analysis);
- motor regime of students in educational institutions;
- physical education in the system of additional education;
- sport competitions;
- work of special groups of physical education for weakened children;
- organizational, methodological, psychological and pedagogical support of the work of educational institutions;
- level of interaction with other educational institutions;
- implementation of the principle of public self-government;
- involvement of parents and their elected body in the activities of the educational institution;
- the level of interagency cooperation;
- international projects, etc.

The following health-creating technologies are used in educational institutions of St. Petersburg:

- medical and hygienic technologies (compliance with sanitary and hygienic conditions);
- aerofitomodule (green plants in the offices);
- organization of physical activity;
- compensatory-neutralizing (elements of art therapy);
- differentiated training;
- method of projects;
- gaming technologies;
- personality-oriented (anthropocentric) technologies;
- technologies of developing education;
- ecological;
- psychological and pedagogical (methods of psychotherapy, art therapy);
- educational (measures to foster a culture of health);
- social (social and psychological trainings aimed at adaptation and personal development);
- health-improving - (physiotherapy exercises, massage, etc.).

The work of teachers is analyzed according to the following indicators:

- creation of design, reflective seminars;
- information support through operational acquaintance with documents, programs, publications, books, etc .;
- organization of individual pedagogical research;
- creation by the teacher of "products" of pedagogical activity and their expertise;
- counseling by a teacher-psychologist;
- preparation of master classes, open lessons, analysis of lessons;
- participation in competitions, festivals, promotions, etc.

Also in St. Petersburg, conceptual models of schools are widely introduced: "Healthy School", "Safe School", "Environmental School (School of Environmental Culture)".

## 5. Conclusion

In general, fostering a culture of healthy and safe lifestyles can contribute to:

- creating a modern model of an educational institution that promotes the development of health and intellectual potential of students;
- further development of the system of training qualified teachers;

- overcoming the interdisciplinary, interagency and international disunity of scientists and practitioners working in this direction;
- involvement of the mass media (including Internet sources in the discussion on a scientific basis of the problems of fostering a culture of a healthy and safe lifestyle, countering advertising of products, means that pose a risk to the life and health of all participants in the educational process).

## 6. Recommendations

This article can be recommended for bachelor and master students of full-time and part-time education, psychologists, teachers, educators and anyone interested in healthy and safe lifestyle issues.

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## SUCCESSFUL DISTANCE LEARNING CONDITIONS IN HIGHER SCHOOL

The importance of the problem under study is due to the realities of modern society. This is the rapid development of information technologies, which, penetrating into all processes of modern society, change, modernize and improve it. The use of modern information and communication technologies in the field of education has provided the emergence of a new, different from the traditional form of education - distance learning. Distance learning is a unique opportunity to get higher education, regardless of place of residence, age, social and epidemiological conditions. The purpose of this article is to clarify the conditions under which university students can successfully master the educational material through distance learning. We used a questionnaire method in the study of this problem - a questionnaire survey of students. The article discusses the



prerequisites for the emergence of distance learning. The importance and degree of study of this issue are shown. The article describes the results of an empirical study, which was conducted at the Faculty of Psychology and Pedagogy and the Institute of Education and Practical Psychology of the Chelyabinsk State University. Based on the results of the study, the conditions for the successful mastering of educational material in distance learning were identified: technical equipment and information and communication competence of a teacher and a student, the use of a single and accessible service for training, the use of synchronous and asynchronous forms of distance learning, fixed / free class time, the presence of certain personal qualities of students, the ability to communicate with the teacher and increased attention to health.

#### Keywords

distance learning conditions, higher school, information and communication technology

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### 1. Introduction

Globalization is a process of development of the whole world. In the 21st century, it has reached a completely new level. Globalization is a new level of international relations, and education is no exception. The globalization of education is the creation of a unified information field that allows obtaining all the necessary data. Information technology plays an important role in this process. The main factors that influenced the development of the globalization of education were the provision of modern means of communication and information technologies (they are used as a new pedagogical tool that can significantly increase the efficiency of the educational process), the use of modern means of information and communication technologies and databases (they allow to provide remote work and access to methodological and scientific literature) and the development of distance learning (Globalization in Education, 2020).

However, the processes of globalization and informatization of modern society are occurring rapidly, and the education sector does not keep pace with these changes. In this regard, the issue of reforming the organization of the educational process towards availability and increased efficiency becomes especially relevant (Kosenok, 2007).

One of the possible options for achieving this goal is distance learning using information and communication technologies. This issue was studied by A.A. Andreev, I.G. Khokhlov, A.N. Tikhonov, E.S. Polat, V.I. Soldatkin, V.P. Tikhomirov et al. (Kalmykova, 2006). The basics of using computer technologies in the educational process were studied by P.Ya. Galperin, V.S. Gershunsky, V.V. Davydov, N.V. Apatova, I.V. Robert et al. (Kosenok, 2007).

Distance learning opens up completely new opportunities for learners. According to V.G. Kinelev, it can become the basis for the formation of an unlimited educational environment (Kinelev, 2011). As globalization has leveled the borders between countries in their multilateral interaction, so distance technologies can provide an opportunity for learning where traditional methods and means are powerless.

V.V. Kalmykova, understanding by distance learning an interactive interaction between a student, a teacher and an information resource, carried out using information and communication technologies, believes that distance learning at a university can create a common educational space. This, in turn, will contribute to the development of students' activity, cognitive independence, and tolerance to other opinions (Kalmykova, 2006).

The choice of the students themselves makes this issue relevant. According to statistics, the number of people wishing to study remotely is increasing every year. Undoubtedly, the support of the state, which pays special attention to electronic forms of education using information and distance technologies, contributes to the development of distance learning. As evidenced by the Federal Law of 29.12. 2012 № 274 - FZ "On education in the Russian Federation", article 16 "Implementation of educational programs using e-learning and distance learning technologies" (Consultant Plus, 2020).

The same law defines distance education technologies as educational technologies implemented using information and telecommunication networks with indirect (at a distance) interaction between students and teachers (Consultant Plus, 2020).

E.S. Polat considers distance learning as a form of learning, in which the interaction of all participants in the educational process (teacher - learners / learners - learners) occurs at a distance. At the same time, this form has all the components of the educational process - the goal, content, methods, forms, teaching aids, but they are implemented by means of interactivity (Internet technologies) (Polat, 2020).

The official date for the emergence of distance learning in Russia can be considered May 1997, when order No. 1050 of the Ministry of Education of the Russian Federation was issued, which allowed the use of distance learning technologies in education (Andreev, 1999).

The improvement of the Internet and technology has greatly accelerated the development and spread of distance learning, especially in higher education. Many universities have introduced distance education opportunities into their programs. A large number of research papers have appeared in this area. However, the epidemiological situation in the world in 2019 revealed insufficient practical readiness of both universities and schools to switch to distance learning. Educational organizations have encountered serious obstacles and problems in the course of the educational process. Of course, many have coped with the difficulties that have arisen. However, the current situation with covid - 19 does not exclude a repetition of the full transition to distance learning. In this regard, it becomes necessary to comprehend and analyze the previous experience of teaching in distance technologies.

The purpose of this work is to identify the factors of success in mastering the educational programs of the university using distance learning technologies.

## **2. Materials and methods**

The work used a questionnaire method - a questionnaire survey conducted in October 2020, during the training of students in offline mode (in person, in class). The research was based on the Chelyabinsk State University. The survey involved second and third year students of the Faculty of Psychology and Pedagogy and the Institute of Education and Practical Psychology, who were studying remotely from March to July 2020 and successfully passed the test of students' residual knowledge (for "good" and "excellent") in September 2020.

## **3. Results**

The analysis of the results of the questionnaire showed, on the one hand, - a number of conditions necessary, according to the students' opinion, for successful learning (understanding, assimilation, active use of the studied material and successful passing of certification - test, exam) and, on the other hand, factors, hindering this process.

Let us consider the main ones. We distributed these factors / conditions according to their importance in the opinion of the respondents in descending order.

1. Availability of technology and the Internet:

- personal computer / laptop / tablet / mobile phone with certain characteristics;
- sound transmission devices (speakers, headphones, smartphone);
- web-camera;
- software (Internet browser, Adobe Flash Player, etc.);
- workplace;
- stable Internet connection (at least 10 Mbps).

In the digital age, the availability of these tools is considered common, mandatory and necessary for the quick search, processing and transmission of the necessary information in the learning process. The use of these tools provides convenience, mobility, speed and modernity of training. However, as the survey has shown, today there are difficulties with failures in the Internet connection and power supply, with insufficient technical security and the capacity of our own electronic devices, which are necessary for full-fledged distance learning. Moreover, some students noted the lack of their own workplace. In most cases, this is due to nonresident students living in a hostel, or to the presence of more children / adults in the family on distance learning / remote work. 21% of respondents consider this condition to be the most important for successful distance learning.

2. Information and technical competence of the teacher and student (20% of the respondents).

According to the distance learning experience, its effectiveness largely depends on the level of proficiency in information and communication technologies, not only by teachers, but also by students. If for students accustomed to various products of digital technologies and Internet opportunities, this did not cause difficulties, then for teachers it certainly was a kind of challenge. Both in domestic and foreign literature there are many studies devoted to the problem of introducing distance education. The authors describe in detail and in an accessible way the options for using and the possibilities of various distance learning technologies. However, in connection with the massive transition of universities to remote work in the spring of 2020, many teachers had to independently and in a short time familiarize themselves in detail and master how to work online - use various programs and software, cloud and video hosting platforms, systems and services.

3. Convenient service (18% of respondents).

According to the experience a considerable number of various means for the implementation of the educational process in a remote mode - Internet resources, platforms, systems, programs, etc. - are not the main condition for the effectiveness of distance learning. The use by teachers of various means for remote work led to significant time costs (for the development of the tool itself, for the transition from one tool to another in the course of one school day), information overload of students. Some respondents noted that they faced the problem of inaccuracy of information on the Internet, and as one of the important conditions for effective distance learning, they indicated mandatory (fast) access to electronic libraries and databases.

In addition, it was noted the need to use both synchronous (simultaneous participation of the teacher and students in the educational process) and asynchronous (not mandatory simultaneous participation, the student has the opportunity to independently choose a convenient time for classes) distance learning systems. With asynchronous learning, the educational process, according to the students, is more individualized and flexible. The level of independence and effectiveness is increasing. The non-fixed time of the assignments makes it possible to study and understand the material more deeply. The respondents noted that they are gaining new experience that contributes to an increase in personal responsibility and personal self-development. Synchronous learning eliminates one

of the often mentioned disadvantages of distance learning - the lack of direct and personal communication with both the teacher and classmates - students. The assimilation of the material without explanations and comments of the teacher significantly deteriorates. Self-study of unclear points leads to time costs and informational and psychological overload of students. Synchronous online communication with the teacher solves this problem. The lack of dialogical communication, the ability to discuss, express and argue one's opinion does not contribute to the development of speech-thinking activity and communication skills. In addition, some respondents noted the need for direct online communication as a condition of psychological comfort in the learning process.

#### 4. Fixed time of assignments (15% of respondents).

This factor is associated with the ability to manage their own resources - temporary, informational, personal. 9% of respondents consider a positive aspect of distance learning to be able to independently choose the time to study the material and complete assignments. The lack of a strict timetable allows you to plan a school day in accordance with personal characteristics: getting up and starting the working day at a convenient time; the choice of a break between tasks in accordance with biological characteristics and health status; regulation of information flow; control of time spent at the computer. The relevance of this opportunity is very high in connection with the marked deterioration in the health of both students and teachers. Exacerbation of chronic diseases, deterioration of vision, the appearance of pain in the back and limbs, physical and emotional fatigue (as a result of long-term work at the computer in a seated position) - this, unfortunately, is a clear drawback of distance learning and an urgent problem that needs to be solved.

On the other hand, 6% of students indicated the condition for successful training was a fixed task time and a clear schedule. This is also due to the individual characteristics of the students. A clear and familiar time for conducting classes does not allow you to relax, gives a feeling of working in the system, helps to control oneself, correctly calculate the time for completing tasks and rest. Some students noted that the usual classroom schedule helped to smooth out the stress when switching to a new distance learning form. In addition, there are students who need management and control from the outside - by the teacher for more effective learning.

#### 5. Certain personal qualities (10% of respondents).

Of course, the basis of successful and effective distance learning is free and active independent cognitive activity of students. The ability to correctly and productively calculate the time for mastering the material, completing tasks, searching for additional information on a topic, while taking time for rest, health, personal affairs - in other words, mastering the skill of time management. The ability for self-education is a voluntary, conscious and purposeful activity focused on the acquisition, deepening and improvement of knowledge, controlled by the student himself. This is the ability to independently find material for performing basic and additional, creative tasks; satisfaction of their own cognitive ambitions; achieving their personal learning goals; professional and personal self-development. Ability for strong-willed efforts and self-motivation - the ability to ignore distractions during learning (online advertising, offers, games, social networks, etc.); the ability to concentrate attention, overcome laziness and the desire to change activities to lighter and more entertaining ones; the ability to set goals and objectives, use various types of motivation (external, internal) to achieve them.

#### 6. Feedback from the teacher.

9% of respondents consider the opportunity to contact a teacher as one of the conditions for successful distance learning. From a pragmatic point of view, this allows you to clarify, analyze the material, if there are certain difficulties with its assimilation. The teacher has the opportunity for an individual approach - analysis of errors, explanation of correct decisions, comments, recommendations, etc. From a psychological point of view,

reducing the social distance with the teacher helps to reduce anxiety on the part of students and, as a result, improve understanding and assimilation of the material.

#### 7. Close attention to health.

7% of the surveyed students note the need for increased attention to physical and psychological health for more effective results of distance learning. The problem of physical health was mentioned in paragraph 4 of this study. This item is related to the individual and personal characteristics of students. There have been cases where students found it difficult to overcome their fear of working under the camera; constraint on working / living conditions; a feeling of loneliness and abandonment in the absence of synchronous activities and communication with the teacher and students.

#### **4. Conclusion**

Analyzing the results of this study, we can identify some conditions for effective distance learning at a university:

- Technical equipment and information and communication competence of students and teachers;
- Using a single accessible and understandable service for training;
- Application of synchronous and asynchronous forms of distance learning;
- Fixed / free class time (individual approach);
- Certain personal qualities of students;
- Possibility of communication with the teacher (Feedback);
- Close attention to health.

Thus, the study made it possible not only to determine some conditions for the successful and effective mastering of educational material in a distance mode, but also to see a number of problems identified by previous experience in distance learning - technical, informational, personal. The need to solve these problems poses topical questions and tasks for further research.

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