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Psychological Characteristics of Students in Distance Learning

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ABSTRACT: At the present stage of development, considering the student body as a "special social category, a specific community of people, organized by the institution of higher education", it is possible to single out the main characteristics of student age, distinguishing it from other groups of the population with a high educational level, high cognitive motivation, the highest social activity and quite harmonious a combination of intellectual and social maturity.

KEYWORDS: intellectual system, mental functions, education, aesthetic feelings, economic activity, purposefulness, decisiveness, perseverance, independence, initiative, digital natives.

In terms of general mental development, students are a period of intensive socialization of a person, the development of higher mental functions, the formation of the entire intellectual system and the personality as a whole.

Let us recall that the educational process in DL is implemented in accordance with general didactic principles characteristic of the traditional education system, therefore, the individual development of a student, in both forms of education, must be ensured. The student as a person is characterized by the active development of moral and aesthetic feelings, the formation and stabilization of character and, which is especially important, mastery of the full range of social roles of an adult: civil, professional-labor, etc. The beginning of "economic activity" is associated with this period, under which demographers understand the inclusion of a person in independent production activities, the beginning of a work biography and the creation of his own family. The transformation of motivation, the entire system of value orientations, on the one hand, the intensive formation of special abilities in connection with professionalization, on the other, distinguish this age as the central period in the formation of character and intelligence [1].

From the point of view of developmental psychology, at the student age, the features of the inner world and self-consciousness change, mental processes and personality traits evolve and rebuild, the emotional-volitional structure of life changes. Having identified additional requirements for the student and teacher in the context of distance learning, we will consider the psychological characteristics of the student.

A student as a person of a certain age and as a person can be represented from three sides: **psychological, social and biological.**

The psychological side of the student's characteristics is the unity of psychological processes, states and personality traits. The main thing in the psychological side is mental properties (orientation, temperament, character, abilities), on which the course of mental processes, the emergence of mental states, and the manifestation of mental formations depend.

The social side embodies social relations, qualities generated by the student's belonging to a particular social group, nationality;

The biological aspect includes the type of higher nervous activity, the structure of the analyzers, unconditioned reflexes, instincts, physical strength, physique, etc. This side is mainly predetermined by heredity and congenital inclinations, but within certain limits it changes under the influence of living conditions [2]. The student is characterized by the smallest values of the latent period of reactions to simple, combined and verbal signals, the optimum of the absolute and differential sensitivity of the analyzers, the greatest plasticity in the formation of complex psychomotor and other skills. Compared with other ages, the highest speed of operative memory and attention switching, solving verbal-logical tasks is noted. Consequently, student age is characterized by the achievement of the highest, "peak" results based on all the previous processes of biological, psychological, and social development. The time of study at the university coincides with the second period of adolescence or the first period of maturity, which is characterized by the complexity of the formation of personality traits (works of M.G. Davletshin,



A.V. Dmitriev, E.Gaziev, and others). A characteristic feature of moral development at this age is the strengthening of the conscious motives of behavior. The qualities that were lacking in full in the senior grades - purposefulness, decisiveness, perseverance, independence, initiative, and the ability to control oneself - are noticeably strengthening. Interest in moral issues (goals, lifestyle, duty, love, fidelity, etc.) increases.

Distance learning effectively develops these qualities, because it is focused on the independent activity of students, in contrast to the traditional form of education. Let us consider neoplasms characteristic of student age.

Age-related neoplasms are qualitative shifts in personality development at certain age stages. They show the features of mental processes, states, personality traits that characterize its transition to a higher degree of organization and functioning. Neoplasms of adolescence cover the cognitive, emotional, motivational, volitional spheres of the psyche. They are also manifested in the structure of the personality: in interests, needs, inclinations, in character.

The central mental processes of adolescence are the development of consciousness and self-awareness. Thanks to the development of consciousness in students, a purposeful regulation of their relationship to the environment and to their activities is formed, while the leading activity of the period of early adolescence is educational and professional activity.

Studentship is a time of introspection and self-assessment. Self-esteem is carried out by comparing the ideal "I" with the real one. But the ideal "I" has not yet been verified and may be accidental, and the real "I" has not yet been fully appreciated by the personality itself. This objective contradiction in the development of a young person's personality can cause him to internal self-doubt and is sometimes accompanied by external aggressiveness, swagger or a feeling of incomprehensibility.

Goal setting and reflection is an integral part of distance learning, which helps the student to determine his goals and their achievement, to carry out an introspection of the activities performed, to maintain motivation.

New formations of youth include the development of independent logical thinking, figurative memory, an individual style of mental activity, interest in scientific research.

The most important new formation of this period is the development of self-education, that is, self-knowledge, and its essence is an attitude towards oneself. It includes a cognitive element (discovering one's "I"), a conceptual element (an idea of one's individuality, qualities and essence) and an evaluative-volitional element (self-esteem, self-esteem).

The development of reflection, that is, self-knowledge in the form of reflections on one's own experiences, sensations and thoughts, determines a critical reassessment of previously established values and the meaning of life - perhaps their change and further development.

Also, an important new formation of this period is the emergence of life plans, and this is the manifestation of the intention to consciously build one's own life as a manifestation of the beginning of the search for its meaning. It is during this period of life that the problem of the meaning of life becomes globally comprehensive, taking into account the near and far perspective.

As a student, a person strives for self-determination as a person and as a person involved in social production, in labor activity.

The variety of directions and areas of activity in distance learning helps the student to self-determine, to find the direction that is interesting to him, or already in a certain area - to develop himself further.

The search for a profession is the most important problem of adolescence, which remains a problem even at the student age. Some young people are beginning to gravitate towards leadership as an upcoming activity. This category of people seeks to learn how to influence others and for this they study social processes, consciously reflecting on them.

The student, gaining the potential of the personality, as if entering the time of the second birth, begins to feel liberation from the direct dependence of a close circle of significant persons (relatives and friends). This independence creates a huge number of problems. It is an adult, socially mature person who carries a constancy of worldview, value orientations, organically combining not only "independence", but also an understanding of the need for dependence, communication with others.

Thus, the student body is an extremely significant period in a person's life. Having entered it as a teenager, the young man ends this period with true adulthood, when he really determines his own destiny.

The informatization of society and education has formed a new generation, which is called "digital" or generation Y.

The study of the psychological characteristics of the digital generation will make it possible to highlight such features that must be taken into account in the organization of distance learning.

Let's make an attempt to draw a portrait of a person belonging to the digital generation, or the Y-Generation, and note that different researchers have different views of this generation, sometimes even contradictory ones. The specificity of the consideration of the problem is connected with the fact that, without ignoring the psychological



characteristics of the modern student, "impose" on them the characteristics of the digital generation, since various types of experience (in this case, immersion in information technology) contribute to the formation of a special specificity of psychological processes.

The generation, whose active socialization takes place in the conditions of virtual reality, the ubiquity of digital technologies began to be called "digital generation", "network generation", "digital natives", "generation Y", "The network generation is huge and reaches two billion people. This is the first generation to grow up in the digital age ... It is bathed in beats since birth"[2]. It is completely natural for them to have constant access to a computer and the Internet, as well as the ability to constantly communicate using mobile communications and other technologies. These factors not only changed their behavior patterns, but also influenced some of the functions of the brain [2].

Modern students are the children of the digital generation.

Agreeing with the opinion of scientists about the positive and negative changes in the representatives of the digital generation, we can conclude that if you apply the possibilities of distance learning purposefully, the introduction of didactic opportunities can achieve the effectiveness of the educational and educational goals of higher education.

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