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Research Article

Psychological and Pedagogical Problems of Distance Learning in the Views of Teachers and Parents

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Annotation: **Introduction** . In recent years, the attention of scientists and practitioners is increasingly drawn to the problems of organizing distance learning. The relevance of the study lies in the fact that distance learning, which appeared as an addition to the traditional education system, after 2020 has become a necessary and sometimes the only form of continuing education for students and schoolchildren. The article presents the results of an empirical study of teachers and parents on an online platform to study their attitudes and assessments to various aspects of distance learning, shows the similarity and differences in the assessments of teachers and parents to online technologies in teaching schoolchildren. **Methods** . 2758 respondents took part in the study in the online platform, including: teachers - 571 people, students - 703 people and parents - 1484 people. For each group of respondents, separate questionnaires were compiled, consisting of closed, semi-closed and open questions. Questionnaire questions were aimed at identifying the attitude of respondents to distance learning, assessing the difficulties and problems of organizing interaction between students, teachers and parents in online learning, as well as about the desire and possibility of continuing education in this format. **Results** . Teachers, like parents, point to communication problems as the main shortcomings of distance learning. The negative attitude of parents to distance learning was reflected in their assessment of the impact of this technology on the emotional and behavioral manifestations of children. Assessing changes in the learning activities of students in the context of distance learning, the majority of teachers (81%) believe that it had a negative impact on the motivation of students to learn. Yet, unlike parents, teachers gave a positive assessment to some aspects of distance learning. More than 16% of teachers believe that the use of online learning allows them to implement a differentiated approach to students and teach them at their own pace, and about a quarter of respondents (23%) see distance learning as a good opportunity to increase the level of student independence. **Discussion of the results** . The scientific novelty of the research is determined by an integrated approach to the analysis of the psychological and pedagogical problems of distance learning in the views of teachers and parents. With regard to proposals for improving the interaction

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between distance learning participants, the opinions of teachers and parents turned out to be similar. More than two-thirds of parents and the majority of teachers proposed to improve information and computer technologies, as well as to provide the child with high-quality computer equipment and uninterrupted Internet. **Conclusion.** The lack of interpersonal interaction between students and teachers is an obvious problem that somehow accompanies online learning. This psychological factor negatively affects both motivation and learning success. Under these conditions, further research into the problem of interaction between participants in the educational process and the development of optimal ways to organize their joint educational activities become extremely relevant.

Keywords : distance learning, online technologies, information and communication technologies, communication problems, learning motivation, emotional and behavioral manifestations, pedagogical interaction, psychological and pedagogical support of distance learning

Highlights
➢ the main problem of distance learning is the lack of high-quality communication both between the teacher and students, and the students themselves;
➢ in conditions of distance learning there is a significant decrease in motivation;
➢ most parents note the negative impact of distance learning on the emotional and behavioral manifestations of children;
➢ the advantage of distance learning, according to teachers, is the possibility of using modern information technologies, the ability to implement a differentiated approach to students and teach them on an individual trajectory, as well as increase the independence of students;
➢ in order to improve the productivity of distance learning. it is necessary to improve information and computer technology, provide students with high-quality equipment and uninterrupted Internet;
➢ in the process of distance learning, it is important to increase the responsibility of parents in terms of organizing the daily routine of students, as well as improving the quality of the organization of the educational process by teachers.

Introduction
An analysis of the psychological and pedagogical literature indicates a significant attention to the problem of introducing distance technologies into the educational process of educational institutions.

Many researchers are developing concepts for remote interaction between subjects of education (Danilova et al., 2019; Karp, 2010; Minina, Vasilkova, 2019).

The study of scientific sources allows us to state that distance interaction also finds its place in the education system (Allen, 2022; Kazakova, 2020; Karp, 2010; Narykova , 2018 ; Sayapin , 2013; Furaeva , 2018; Karpov, 2015; Kushkareva , 2018; Nikulicheva , 2016; Norvig , 2013; Temerbekova et al . 2017). On the other hand, there are quite a few studies that note the negative impact of the remote format (Pronenko , Tsakhilova , Popova , Belikova , 2022; Beketova, Demina, 2018: Lukashenko, 2019, Mudrakova , 2015; Sims , Schuman , 1999). Distance interaction in the educational environment can be understood as the interaction between parents and teachers supplemented by the capabilities of modern computer and Internet technologies.

In order for this cooperation to be the most fruitful, it is advisable to create a single information and educational space (UIEP) in each educational organization (Narykova , 2018). Creating such a space for interaction with parents can be an additional source for the teacher to receive information from parents, as well as an effective way to communicate with other teachers and parents.

The undoubted advantage of this interaction will be saving the time of the parents of the students, which will help them to be "sufficiently informed" about the life of children in conditions of total employment. It is important that such communication between the teacher and the parent should not acquire a formal character, but should be directed in the interests of each child.

In the study by Petrash, Sidorova (2020), the main advantages of remote interaction between teachers and parents were analyzed, including: saving time for all subjects of the educational process; irregularity , i.e., the absence of a psychological barrier between the teacher and the parents of the children; efficiency and mobility; the opportunity to return to the correspondence, to the expressed ideas and recommendations, important messages. An expert survey and questioning of teachers showed that the vast majority of teachers daily use remote forms of interaction with students' parents. The most frequent forms of communication are groups in social networks (95%) and instant messengers WhatsApp , Viber , Telegram (66%).

Problem areas remain issues of information competence of parents and teachers and insufficient readiness of teachers to apply these forms. However, communication between parents and the pedagogical community cannot be limited only to virtual forms of interaction, but should become an additional tool that helps support parenthood in the face of modern challenges (Petrash, Sidorova, 2020).

The teacher-researcher Khutorskoy (2017) offers the following models for organizing distance learning for students: "school - Internet", "school - Internet - school", "student - Internet - teacher", "student - Internet - distance center", "student - Internet ". Models "student - Internet - remote center", "student - Internet" are used by high school students in the period of preparation for admission to a higher educational institution. The school teacher in these models of distance education may act as an adviser, rather than a leader or controller.

According to the American scientist T. Murphy, the key features of the online learning environment are its interactivity, multimedia, openness, online search, independence from time, distance and devices, global accessibility, the possibility of multiple examination, learning control, convenience, independence (Murphy , 2000).

The experience of UNESCO International Bureau specialists I. Byron and R. Gagliardi , who studied the use of information technologies in schools in different countries, showed that in school education, information technologies are used primarily for homework, creative work, consultations with teachers, joint and individual projects and distance learning can be an alternative to face-to-face education for children unable to attend school (Byron & Gagliardi, 1999).

Japan has its own view on the use of computers in school education, limiting their introduction into the higher education system. However, since 1994, primary and secondary education has been actively equipped with computers (one for each student) and the connection of all school levels to the Internet (Polat, 2020).

Vasilenko (2000) cites data obtained by Japanese experts that children who constantly communicate with a computer differ from their peers in both mental and ideological aspects. They can familiarize themselves with the contents of several books of three hundred pages in eight hours of work at a computer due to the fact that the information is there in graphical form, there are no repetitions.

One of the most advanced countries in terms of implementing information systems, UNESCO specialists consider Australia. An information network (Austalian Capital Territory Information Network), which aimed to introduce the Internet to elementary and secondary schools. It pays great attention not only to user skills, but also to methods for the effective use of Internet resources and services (Polat, 2020).

In many countries (USA, Great Britain, etc.) they offer an opportunity to obtain academic degrees, a bachelor's degree, a master's degree in various areas in a remote form. The UK Open University offers 53 courses for different levels in different specialties.

The experience of using distance learning in practice in the educational process of US secondary schools is interesting. In the United States, distance education is becoming very popular among students and their parents, which is carried out by state and non-state educational organizations.

An interesting experience of using the Internet in school and university education, distance learning is available in Canada. This country was one of the first to try not only to unite all schools into a single Internet network, but also proposed the SchoolNet program , which connected 16,500 primary and secondary schools with a single network with the ability to access all libraries and universities in the country. This is a huge resource for 302,000 teachers to use to nurture and educate 4 million Canadian students (Polat, 2020).

Own programs for connecting schools and universities to the Internet are being developed in Kazakhstan, the Czech Republic, Slovakia, and Belarus (Polat, 2020).

The prospects of distance learning are due to the experience that has already been

accumulated, which has proven its effectiveness, of course, with proper organization. Granger researchers et al . (2002) believe that with the right organization, distance learning can be even more effective than full-time education.

As Korotaeva (2013) notes, the algorithmization of educational activities, which is set in DL as a specific form of learning, just contributes to the implementation of educational activities of a reproductive nature to a greater extent. When the subjects are far from each other, some components of control are lost: eye contact, quick response to emerging questions and situations, analysis of the emotional and intellectual atmosphere in the audience, etc.

Based on a theoretical review of research by domestic and foreign scientists, we came to the conclusion that distance learning in modern realities has many advantages, but at the same time it is not without drawbacks and problems.

The purpose of our study is to study the psychological and pedagogical problems of distance learning in the views of teachers and parents, as well as to develop recommendations for the psychological and pedagogical support of participants in the educational process in the context of online learning.

Methods

The study we conducted as part of the implementation of the State task of the Ministry of Education of the Russian Federation on the topic: "Conceptual foundations and methods for organizing productive pedagogical interaction between the school, parents and persons replacing them, studying in the distance learning format" was aimed at studying the relationship of teachers, students and parents to distance learning, as well as their assessment of the difficulties and problems in organizing online learning.

The study was conducted on a representative sample in the territory of the North Caucasian Federal District of the Russian Federation. In our study, 2758 respondents took part in the online platform , including teachers - 571 people, students - 703 people and parents - 1484 people.

For each group of respondents, separate questionnaires were compiled, consisting of closed, semi-closed and open questions. Questionnaire questions were aimed at identifying the attitude of respondents to distance learning, assessing the difficulties and problems of organizing interaction between students, teachers and parents in online learning, as well as about the desire and possibility of continuing education in this format.

This article presents the results, their discussion of the study of opinions, assessments and attitudes of teachers and parents to the organization of distance learning, as well as its impact on the emotional, motivational and behavioral manifestations of students.

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Results

First of all, attention is drawn to the similarity of opinions of teachers and parents in their assessment of the difficulties of distance learning, both for students and teachers. The lack of opportunity to communicate with teachers is considered by 40% of parents as the most significant difficulty in organizing distance learning. Almost a quarter of parents (23%) believe that the second most important problem with online learning is the lack of opportunities for children to communicate with their classmates (Figures 1 and 2).

Figure 1.

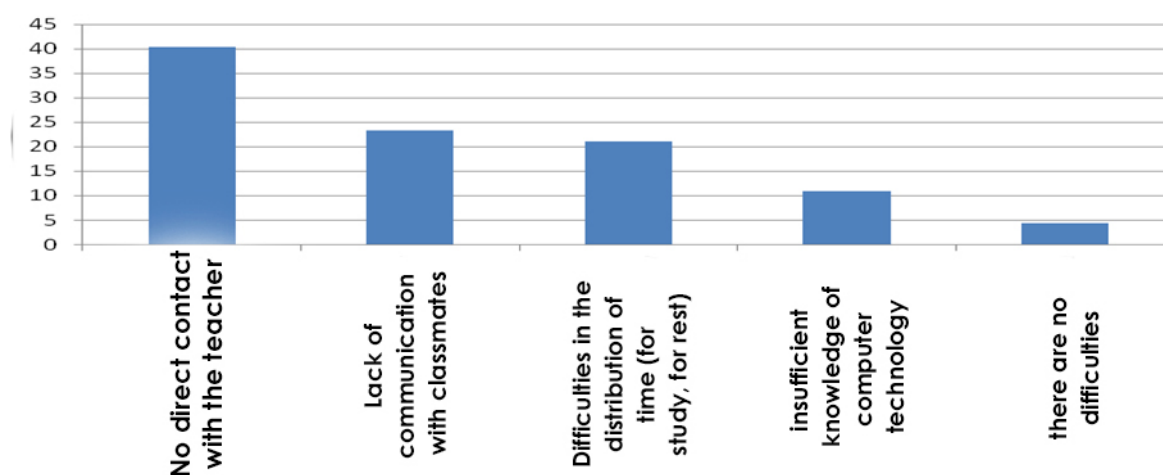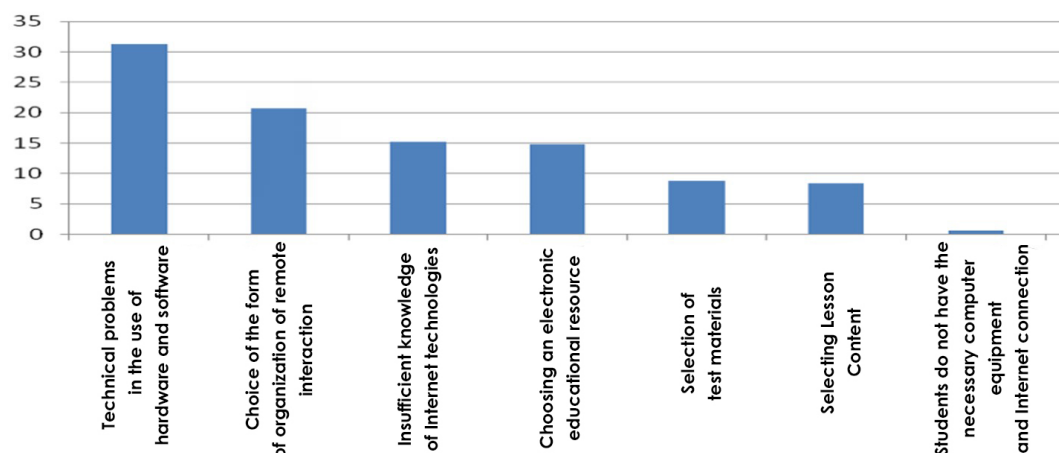*Assessing the difficulties of distance learning for a child according to parents*

Figure 2.

Assessing the difficulties of distance learning for a child according to teachers

Teachers, like parents, point to communication problems as the main disadvantages of distance learning. Almost half of the teachers (48%) lack direct communication with students (35%), and there were also difficulties in organizing interaction with their parents (13%). It is noteworthy that almost every sixth teacher (17%) believes that distance learning is characterized by the imperfection of the system for diagnosing the quality of learning outcomes.

Meanwhile, assessing the difficulties in planning a lesson in distance learning, teachers noted that despite the fact that most of them have the technical capabilities to organize online learning, more than a third of the teachers surveyed (46%) have technical problems in using computer equipment. and related software (31%), as well as insufficient knowledge of Internet technologies (15%). In addition, many teachers had difficulties with the choice of one or another electronic resource, as well as the selection of control and measuring materials for students.

In general, we see that the vast majority of teachers and parents consider the problem of children's communication as the main difficulties of distance learning, and not the issue of the quality of education and computer skills.

For the majority of parents (81%), the process of organizing the time of life (daily routine) of the child in the context of distance learning was also a significant problem. The negative attitude of parents towards distance learning is reflected in their assessment of the quality of this form of education. An analysis of their answers regarding the quality of education in the online format just showed that for the vast majority of parents (74%) its assessment is unsatisfactory. Possibly, poor self-organization of students and the lack of the opportunity to help their children and the low quality of education could serve as a factor in the emergence of negative emotional states of parents in conditions of distance learning. Therefore, many parents (79%) rated their condition during this period as negative.

Another reason for the negative attitude of parents to distance learning is the assessment or motivation of learning in children. From the point of view of the majority of parents (60%), under the new conditions of learning, the motivation for learning has decreased, while only according to a third of parents, it has remained at the same level (Fig. 3).

Figure 3

Evaluation of changes in the child's motivation during distance learning according to parents (in %)

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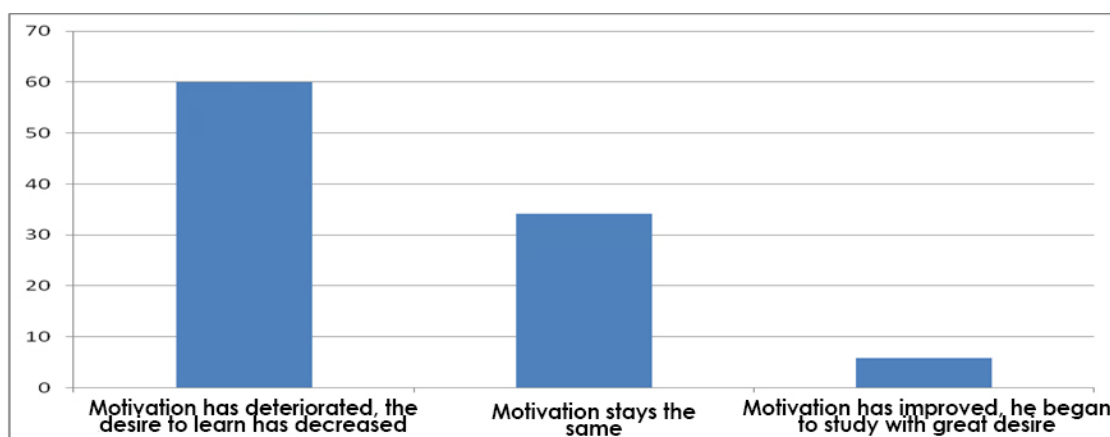
The negative attitude of parents to the distance learning format was reflected in their assessment of the impact of this technology on the emotional and behavioral manifestations of children. More than half of the parents surveyed (55%) believed that online learning had a negative impact on the emotional state of their children, while respondents indicated that they became more depressed and anxious (30%), and many experienced outbursts of irritation and anger that were not observed earlier (25%. Parents also noted that the behavior of children in the new learning environment became worse (38%). In particular, it has become harder to manage them and control the behavior of their children.

Assessing changes in the learning activities of students in the context of distance learning, the majority of teachers (81%) believe that it had a negative impact on the motivation of students to learn. It should be noted that the opinions of teachers and parents practically coincide on this issue, so we can talk about a noticeable decrease in the motivation of students to learn as a typical problem of the distance form of organizing the education process (Fig. 4).

Figure 4

Evaluation of changes in students' motivation during distance learning according to teachers
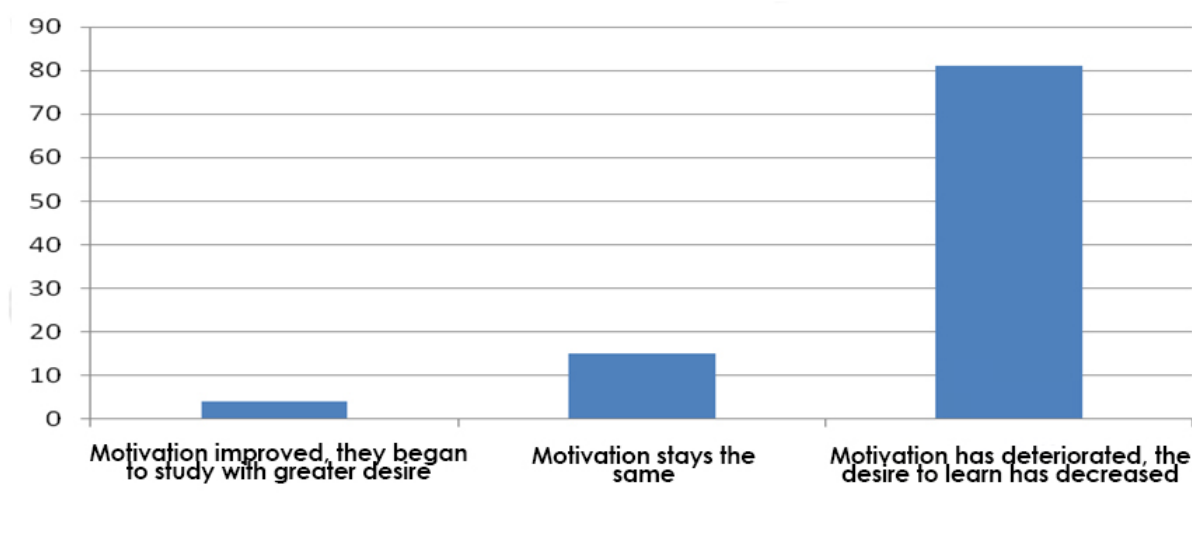
Yet, unlike parents, teachers gave a positive assessment to some aspects of distance learning. More than 16% of teachers believe that the use of online learning allows them to implement a differentiated approach to students and teach them at an individual pace, and about a quarter of respondents (23%) see distance learning as a good opportunity to increase the level of student independence. Almost the same number of teachers (24%) consider the use of modern information technologies of education as a positive side of distance learning (Fig. 5).

Figure 5

Evaluation of the positive aspects of distance learning according to teachers
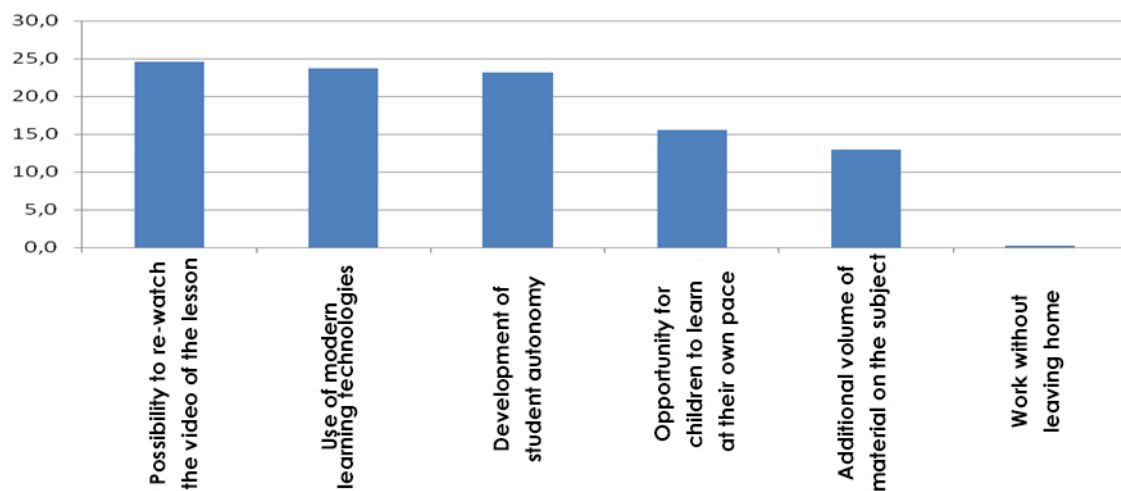
Meanwhile, despite the highlighted positive aspects, 76% of teachers do not consider the possibility of continuing education in a distance format, and only 22% would like to continue it, but only periodically (not on a permanent basis) using modern information technologies.

Discussion

In our study, respondents were asked to openly express their proposals for improving the interaction between subjects of distance learning. With regard to proposals for improving the interaction between distance learning participants, the opinions of teachers and parents turned out to be similar. More than two-thirds of parents and the majority of teachers proposed to improve information and computer technologies, as well as to provide the child with high-quality computer equipment and uninterrupted Internet.

In addition, a quarter of the teachers surveyed (23%) suggest increasing the responsibility of parents in terms of close monitoring of schoolchildren's learning and compliance with the daily routine when doing homework. As for parents, it is also relevant for them to improve the quality of the organization of the distance learning process.

Currently, online learning is becoming not just a convenient tool, but a necessity. In the context of the COVID-19 pandemic, the presence of a group of people in enclosed spaces has become a serious problem, which is why there is a need for social distancing and lockdowns around the world. For this reason, distance learning is becoming more relevant than ever and is being introduced in all educational institutions.

The development of information and communication technologies has provided ample opportunities for improving educational technologies and providing information resources to all participants in pedagogical interaction: teachers, students and their parents (Vorontsov, Chernova, 2019). At the same time, scientists and practitioners unequivocally and probably rightly express the opinion that no modern information and communication technology, no

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matter how perfect, can and should not replace direct live communication between a teacher and a student (Vorontsov, Chernova , 2019 ; Kostina, Pisarenko, 2020; Orlova, 2018). Therefore, of course, there can be no talk of a complete replacement of full-time education and the transition of a modern school to distance learning - in an online format. Numerous studies in the field of psychological and pedagogical sciences (Kostina, Pisarenko, 2020; Orlova, 2018), including the results of our study confirm the correctness of this thesis. However, the situation of the COVID -19 pandemic left no alternative for a person, except to opt for a remote format for organizing student learning.

Along with the advantages, distance learning has significant problems. First of all, this is the problem of adaptation of participants in the educational process to online learning. The transition from traditional classroom to online format makes the learning process completely different. Working with a personal account and materials in various multimedia formats requires active actions from students.

Meanwhile, scientists note that the younger the student, the more clearly "there is a greater dependence of the student on the educational material. Reproducing it, he tends to always keep the structure of the original, it is very difficult for him to reconstruct and recombine it … "(Korotaeva, 2013), which is difficult in conditions of distance learning. This issue is also highlighted in a study in Switzerland on the learning outcomes of 8 weeks of school closures related to the COVID-19 pandemic, noting that secondary school students are largely unaffected by school closures in terms of learning outcomes, for primary school students schools, learning is slowing down, and at the same time, inter-individual differences in achievement are widening (Tomasik et al ., 2021).

Algorithmization of educational activities, which is set in distance learning as a specific form of education, just contributes to the implementation of educational activities of a reproductive nature to a greater extent. When the subjects are far from each other, some components of control are lost: eye contact, quick response to emerging questions and situations, analysis of the emotional and intellectual atmosphere in the audience, etc. tasks, strict algorithmization of actions, since it is this approach that allows you to keep the attention of a large (including remote) mass of people and get a relatively adequate feedback on the information offered (Korotaeva, 2013).

The lack of computer literacy is a serious problem that has affected both students and teachers of educational organizations. Many still do not have enough knowledge of a personal computer (PC) and standard office applications such as MS Word and PowerPoint. Therefore, technological skills are mandatory for successful completion of distance learning.

Lack of motivation and poor organization of life time in distance learning is a common problem for many students. This problem is also emphasized in foreign studies: in particular, in the study by Al - Assaf (2021), it is recommended to take into account these problems when introducing distance learning as a method of teaching the language, as well as in increasing independence.

The insufficient technical equipment of the distance learning format identified in the study (internet connection failures, etc.), negatively affecting the implementation and results of students' educational activities, has a disorganizing effect on the work of the subjects of the educational process. This, in turn, gives rise to negative emotional states (anxiety, irritability, frustration), which ultimately leads to demotivation and a decrease in performance. Social

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deprivation and the lack of live communication in conditions of self-isolation have a significant impact on the emergence of negative emotional states.

Conclusion

1. The analysis of our study allows us to draw the following conclusions:
2. The similarity of the opinions of teachers and parents was also revealed in the assessment of changes in the motivation of students. Both groups of respondents emphasize a significant decrease in motivation in the context of distance learning.
3. On a sample of parents, it was found that the majority of respondents assessed the negative impact of distance learning on the emotional and behavioral manifestations of students (depression, anxiety, reduced social control).
4. As positive aspects of distance learning, respondents among teachers noted the possibility of using modern information technologies, the ability to implement a differentiated approach to students and teach them according to an individual trajectory, as well as increase the independence of students .
5. In our study, educators and parents expressed their attitudes towards improving the productivity of distance learning. Respondents in both groups made suggestions for improving information and computer technology, as well as the need to provide students with high-quality equipment and uninterrupted Internet.
6. Attention should be paid to the proposals of teachers on the issue of increasing the responsibility of parents in terms of organizing the daily routine of students, as well as the opinion of parents on improving the quality of the organization of the educational process by teachers during distance learning.

Thus, the online learning format requires students to have the necessary discipline and determination to complete tasks on their own, show the necessary interest and achieve success. Distance learning mechanisms seem to be an effective means of replacing face-to-face education, at least in an emergency.

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Author Contribution

Magomed Magomedaminovich Dalgatov – research design and methodology.
Umagani Shamkhalovna Magomedkhanova – organization of the study, collection of empirical data, writing the text of the article.
Elmira Arsenovna Kimpaeva - selection of sources on the topic, writing the text of the article.
Madina Abduragimovna Gunasheva - writing the text of the article, designing the text of the article .

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Information about the conflict of interest

The authors declare no conflict of interest