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DEVELOPMENT OF RESPONDENT'S MODEL OF DISTANCE LEARNING COURSES

Summary

The article is intended to help in understanding and development of the respondent's model for authors and tutors of distance learning courses. In the article basic psychological approaches to development of respondent model are defined. Such concepts as "respondent's model of distance learning courses", "compiling the respondent models of distance learning courses" are determined and revealed. The possibilities of using the developed model of respondent motivated to participate in distance learning courses are found, such as: improving the learning efficiency, taking into account the specific and special needs and capabilities of students, taking into account the respondents psychological characteristics, psychological research optimization, forecasting of learning outcomes and overall control of the current students motivation, the introduction of dynamic learning,, adaptation of the learning course to the participants, forecasting of learning outcomes etc. The necessary steps to create the appropriate respondent's model of distance learning courses is determined.

Keywords: *the respondent, the respondent's model, development, distance learning course, learning.*

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РОЗРОБКА МОДЕЛІ РЕСПОНДЕНТА У ДИСТАНЦІЙНИХ НАВЧАЛЬНИХ КУРСАХ

Анотація

Стаття призначена, щоб допомогти авторам і викладачам дистанційних навчальних курсів у розумінні і розробці моделі респондента. В статті визначено основні психологічні підходи до розробки моделі респондента дистанційних навчальних курсів. Визначено та розкрито такі поняття як «модель респондента», «компіляція моделі респондента дистанційних навчальних курсів». Виявлено прикладні можливості застосування розробленої моделі респондента дистанційних навчальних курсів, а саме: підвищення ефективності навчання, врахування специфічних і спеціальних можливостей та потреб слухачів, врахування психологічних особливостей респондентів, оптимізація проведення психологічних досліджень, прогнозування результатів навчання, контроль загальної та поточної готовності слухачів, впровадження динамічного навчання, адаптація навчального курсу до учасників, загальний контроль поточної мотивації студентів тощо. Визначені необхідні кроки для створення моделі респондента дистанційних навчальних курсів

Ключові слова: *респондент, модель респондента, розробка, дистанційний курс, навчання.*

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РАЗРАБОТКА МОДЕЛИ РЕСПОНДЕНТА ДИСТАНЦИОННЫХ УЧЕБНЫХ КУРСОВ

Аннотация

Статья предназначена, чтобы помочь авторам и преподавателям дистанционных учебных курсов в понимании и разработке модели респондента. В статье определены основные психологические подходы к разработке модели респондента дистанционных учебных курсов. Определены и раскрыты такие понятия как «модель респондента», «компиляция модели респондента дистанционных учебных курсах». Выявлены прикладные возможности применения разработанной модели респондента дистанционных учебных курсов, а именно: повышение эффективности обучения, учет специфических и специальных возможностей и потребностей слушателей, учет психологических особенностей респондентов, оптимизация проведения психологических исследований, прогнозирования результатов обучения, контроль общей и текущей готовности слушателей, внедрение динамического обучение, адаптация учебного курса к участникам, общий контроль текущей мотивации студентов и тому подобное. Определены необходимые шаги для создания модели респондента дистанционных учебных курсов

Ключевые слова: *респондент, модель респондента, разработка, дистанционный курс, обучение.*

Distance learning and online trainings are becoming increasingly popular and practically important in the world and our country, and therefore the question of development respondent`s model of distance learning courses, appears.

Purpose of the article is a respondent`s model creation and investigation.

The objectives of the article are:

- the definition of concepts used;
- the brief review of the psychological specifics of existing approaches to the respondent's models of distance learning courses;
- the determination of necessary steps to create the appropriate respondent`s model.

This article was prepared as a result of a testing and usage of the online distance course "Training of communicative competence and successful communication" (the author M.M. Nazar), based on a virtual educational environment MOODLE, which is available at <http://moodle.newlearning.org.ua>.

There is an urgent need to such a model developing, because it will allow the determining and taking account of the participant`s specifics in developing and using of distance learning courses.

In that regard the question of distance learning effectiveness becomes of a special urgency, and the respondent`s model of distance learning courses gives opportunities and ways to solve this problem. The development of respondent`s model of distance learning courses will allow to determinate the participant`s motivation and orientation components on the corresponding learning courses to achieve a certain goals.

A using combination of good design and good technologies will greatly facilitate the personalization of learning, allowing, for example, for various students working at different speeds, and focuses learning on a student`s specific interests and needs, thereby providing the interaction and motivation for a wide range of the students. An important step for the instructors - find out about the

differences of their students that most matter for the trainings design and education in the digital age.

The motivation of students understanding, their expectations from the course or a program should also be affecting on the course design or a program [23].

At first, we need to define the used concepts. The respondent is a member of the psychological, sociological research, etc. or training program or course, that serves as a student and / or the interviewee. Thus the respondent`s concept appears to refer sufficiently broad scope of phenomena, which are, on the one hand, to scientific psychology and other fields of scientific knowledge, and on the another - to specific practical training and involved in their directories impacts, that manage learning [15].

The respondent`s model of distance learning courses - a simplified representation of the author or tutor's model of individual distance course, which is a real and unique or represents a group or sample of individuals with a certain existing properties, states and occurring processes in it (them) [12, 15].

A compiling the respondent`s model of distance learning courses - the selection of individual components, criteria and theories for a further formation of stable or dynamic author or tutor system models representations of distance learning course about the respondent.

It should be mentioned, that at the start of developing respondents model of the distance learning courses are you need to decide for what goals and application possibilities it will apply and what exactly it should reflects. At this stage its theoretical justification should be developed. The partial list of these possibilities is represented at Fig. 1.



Fig. 1. Some application possibilities of a respondent`s model using in the distance learning courses

The next step for the effective development of appropriate a respondent`s models in distance learning courses is browsing of the psychological specific and based on criteria of existing approaches to the respondent`s model of distance learning courses.

The acquaintance we begin with a motivational approach. An important psychological respondent's model specific of distance learning courses is the level of motivation [22]. S.I. Shuklin argues that the main motives of the adult education are:

- a professional growth;
- developing of the competence;

- the development of skills.

The respondent wishes to obtain more practical skills, as professional activity is not confined to lectures, seminars or even solving problems. In addition, the student and a specialist have a different responsibility.

Therefore it is necessary to try to overcome these difficulties in a virtual learning environment, using a virtual learning technologies, which include digital educational resources (educational electronic publishing, computer training systems, multimedia and audio-video tutorials, virtual reality systems, access and practical work on various virtual hardware, etc.) [22].

The respondent's model in a personal approach is based on such factors as:

- providing those learners choices;
- the orientation to their independence;
- a providing conditions for self-knowledge and self-educating;
- the cooperation of one who teaches and who learns;
- the ensure of sense implementation possibilities, self-determination and self-development.

The main criteria for a respondent's model construction favor in this approach are: the formation of a value certainty and a value of tolerance; the formation of convergent and divergent thinking, search activity, ability to work; the formation of self-awareness, the positive self-concept; the formation of autonomy, etc. [5, 21].

A.V. Kukarkin focuses attention on the necessity of system learning adapting and notes that different students can successfully learn and achieve high results in education, despite the differences in the type of higher nervous activity, temperament, etc., but the method and style of teaching must comply with preferences of the respondent. If the education system considers the individual features, it means adapted its relationship to the respondent [2][10].

The environmental approach differs by the lack of direct pressure on the respondent through an impact on the environment not only conscious, but on a subconscious level too. The learning process therefore is possible to make a



continuous and forced to overcome its discretion. It also creates the ability to navigate in the growing information space. In addition, a specific environmental approach is the inclusion of respondent in the educational process as the subject, using the entire arsenal of pedagogical tools [1, 10, 20].

The specifics of the respondent's model in the N.Z. Aliyeva investigation is in its basing for active and independent work of the respondent and educational programs, implemented through the virtual educational environment (Alyeva, 2008). The virtual learning process aims to respondent's potential developing in selected areas throughout his life:

- the intellectual;
- the personal;
- the general cultural;
- the professional.

A virtual learning environment, built by the respondent - a relationship of his inner world with the outside world in areas such as intellectual, emotional and imaginative, cultural, historical, social and others. This environment is constantly expanding. In addition, this process takes place in the activities of a student who uses his physique, senses, emotional and imaginative intellectual abilities [3]. The model based on the technology of virtual model of education envisages an interactive development of knowledge management [8]. To the knowledge of the outside world is added reflective activity that activates awareness of their own actions, conditions and changes [3, 20].

The competence-based approach has been characterized by learning model that describes four levels of competences. The stages of mastering competencies for this model are:

- the unconscious incompetence - lack of awareness of their own inability and / or lack of knowledge;
- the conscious incompetence - presence of awareness of their own inability and / or lack of knowledge;

- the perceived competence - presence of awareness of their own skills and / or availability of knowledge;
- the unconscious competence - the lack of awareness of their own skills and / or availability of knowledge [13,15].

The specific criteria of metacognition approach by A.V. Karpov and I.M. Skityayeva includes the following:

- in the formation of metacognition behavior a consistency and systematic educational influences are of the special importance;
- when the metacognition strategies are forming you have to take into account the uneven and heterochrony of their mastering, consolidation and generalization;
- the efficiency of metacognition strategies formation largely depends on the involvement of the subject in individual or joint activities;
- the limits of the specified educational actions should primarily genetically determined by levels of the development features of subject reflections entity [9].

Another developer of the metacognition approach, K. Dirkes by criteria has:

- a maximum verbalization and reflexion of learning process;
- the inclusion of metacognition discussions into the educational context; a selection and final choice of optimal thinking strategies for the task [9,18].

The motivational-meaning approach, investigated by P.P. Dityuk, differs by conceptualization of existing and possible behavior motives and meanings or activities of the respondent. The model's criteria can be:

- a focusing on achieving goals or dive into existing process;
- the substantive or formal directions;
- a respondent's modality reasons [6, 7].

The problem approach is characterized by the planning of targets system, which are closely associated with the system of actions that lead to the implementation of relevant targets. There are following stages of this approach

implementation: searching tools of solving, mastering tools of solving and finally problem solving.

The approach specifics is a changing of focus from the reproductive activity into accumulation experience of problem solving, thinking and creative activity [17].

The criteria to describe a respondent`s model can be based on:

- a coverage of different learning goals levels in a cognitive space, or variation of learning levels. For example, it may be based on the following levels: knowledge, comprehension, application, analysis, synthesis and evaluation [4];
- the algorithm of educational operations or stages increasing in the complexity of mental activity. For example: a requiring mnemonic reproduction of information task; tasks that require simple mental operations of information; tasks that require a complex of cognitive operations information; tasks that requires processing and message processed information; tasks that require creative thinking (need intellectual of autonomy) [11];
- the regularities and rules of differentiated learning [9]. The criteria may include: fullness; the availability of key tasks; connectivity; increasing complexity at every level; target orientation; target sufficiency; flexibility; psychological comfort (taking into account the presence of various types of temperament, types of thinking, memories, etc. in those who are studying) [14].

The psychoemotive approach is interesting by using criteria of human emotional response. The criteria for respondent`s model construction is possible: extraversion-introversion; cognitive dissonance (positive experiences as a result of no obstacles in the implementation of the action plan, while negative - if any); emotional background coloration; "Wow effect" etc. [5][21].

Exploring the virtual learning environment, V.I. Tsap concluded that the respondent's model has to be developed, which will be an information base (background) for a decision on pedagogical impact, based on intelligent tutoring systems to implement the student's adaptation [21]. The effectiveness of distance learning by his opinion are depends on:

- the effective feedback that is used;
- the stable cognitive motivation of educational activity;
- the organization of interaction between the teacher and the respondent (especially because they are physically separated by the distance) [21].

Next one, the respondent's model of internet training of communicative competence (the developer - Nazar M.M.) is characterized by the following basic criteria:

- a measure value of the educational purpose to selected choice;
- the differences between the states of the respondent at the time before the Internet training and after its finish;
- a various tasks performed, including: self-examination, self-reflection, self-modeling and self-design;
- the feedback;
- the control and testing carried out the success of the learning by the criterial knowledge and skills [15].

This model was used in the development and implementation by the Laboratory of Modern Information Technologies of Education of G.S Kostiuk Institute of Psychology of NAPS Ukraine in the distance course based on CMS MOODLE «Training of communicative competence and successful communication" (author M.M. Nazar, under the M.L. Smulson overall guidance); available at: <http://moodle.newlearning.org.ua>) [12].

The activity approach in respondent's models developing is based on the principle position that the human psyche is inextricably linked with its activities and is due to activity. The activity approach has a certain specificity and aims to learning organization of student:

- the problem formulated by itself;
- the solution found by itself;
- providing the solutions and making a self-control of this decision correctness by itself [19].

After reviewing the psychological specifics of existing approaches to a respondent's model of distance learning courses for further development of its own model is important to determine the key components and criteria that it should reflect and also methods and techniques by which the results will be evaluated.

The next phase - developing (compilation and formation) of own respondent's model of distance learning courses and its testing, which can include as given above components from the different respondent's models or your own. The next step is applying of model in the practice. More information about stages of the respondent's model development - on fig. 2.

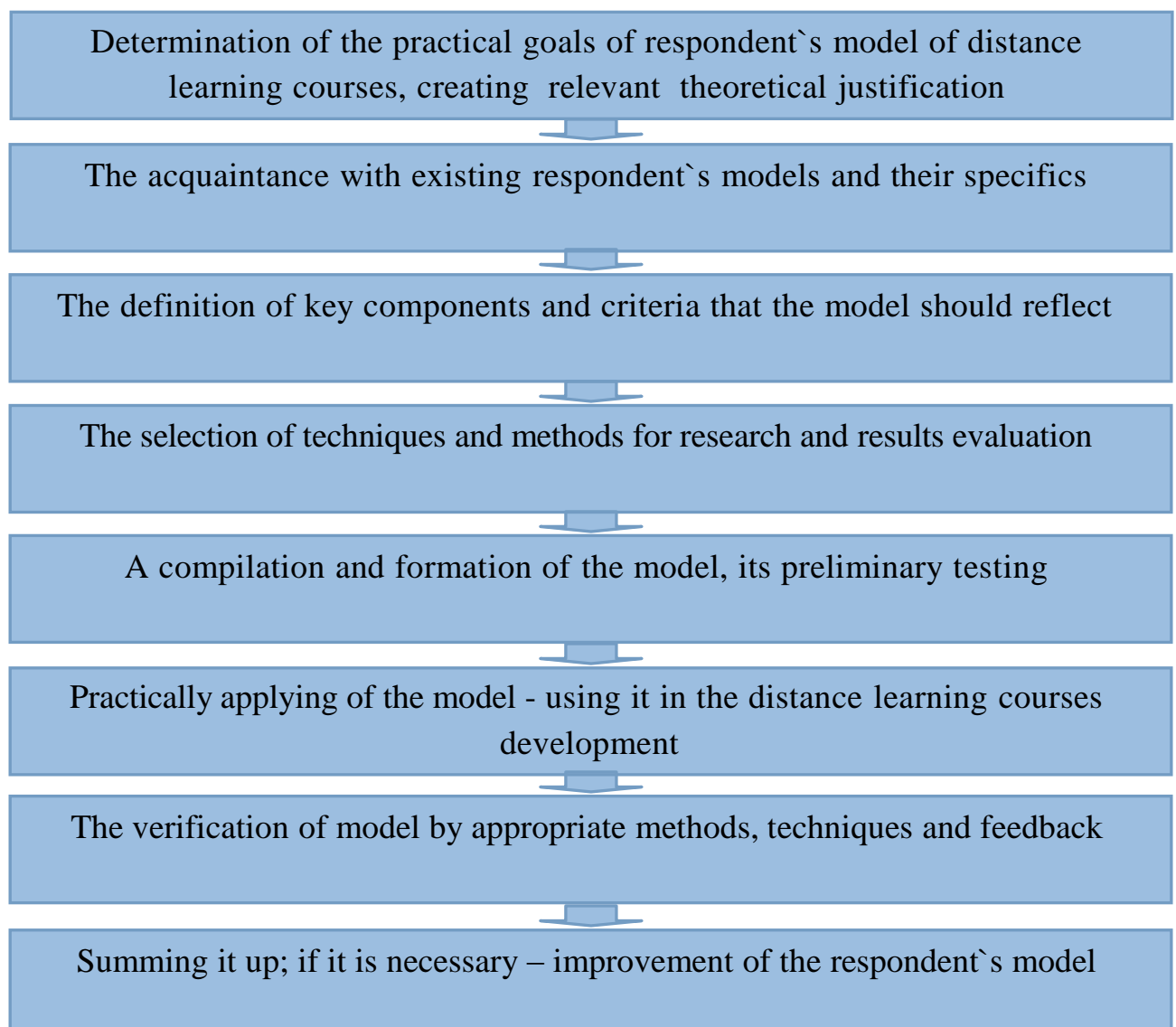


Fig. 2. A phased creation of the respondent`s model of distance learning courses

CONCLUSION

For the proper and efficient order of fulfillment stages of the respondent's model of distance learning courses development, as a result we will obtain a developed productive respondent`s model of distance learning courses, that will reflect the planned objectives of its creation which provides the necessary basis for creation the effective psycho-pedagogical influence. The concepts used in article such as “respondent`s model of distance learning courses”, “compiling the respondent models of distance learning courses” are defined and revealed. The brief review of the psychological specifics of existing approaches to the respondent's models of distance learning courses is done. The necessary steps to the appropriate respondent`s model creation are determined.

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