SOCIO-PSYCHOLOGICAL PROBLEMS OF THE IMPLEMENTATION OF THE LATEST APPROACHES TO THE EDUCATIONAL PROCESS' ORGANIZATION

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The article investigates the problems of distance (online) learning as a complex socio-psychological phenomenon. The main effects of the transition to an unusual approach to the organization of the educational process in the dynamics of the 4th semester 2020-2021 are analyzed. The most common tools for assessing the perceived level of social support, SozU and MSPSS, were used as a tool to study the socio-psychological aspects of distance learning. A cross-verification of these approaches was conducted on a representative sample of students from different years of study. The main hypotheses about the socio-psychological problems and effects associated with the transition to distance learning have been formulated, most of which have been statistically significant. These hypotheses are formulated as follows.: The transition to distance learning has a significant impact on the individual's subjective perception of social support, i.e. the proportions between its various components and directly on the overall level of perception of social support. The duration of work in the remote format has different effects on different components of social support, which is perceived by the individual. As this duration increases (prolonging the period of student isolation), it makes sense to expect a relative increase in expected support from proxies and a decrease in other components of the index. The general level of the social support index should differ according to the experience of distance learning in a particular group of respondents. Behavioral characteristics of respondents, identified above, are a factor that can lead to distortion of the results of the identification of the index of social support. Dispersion, factor and discriminant analyzes of the survey results were conducted, as a result of which conclusions and generalization of work experience during successive waves of COVID-19 quarantine were made. The complete confirmation of most initial hypotheses found, which were formulated in this study, namely – the results of psychological sections allow us to state a statistically significant difference between the assessment of components and the general level of perception of social support. Student activists and senior students who have the most experience in the classical form of organization of the initial process, are more likely to recognize the growing social burden to which students are subject in the transition to online learning. At the same time, the assumption of increasing the perception of support from non-family and non-family proxies depending on the length of work online has not been adequately confirmed.

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