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PSYCHOLOGICAL SUPPORT OF E-LEARNING AND DISTANCE LEARNING IN A TECHNICAL UNIVERSITY

Psychological education and self-education of both students and teachers promotes efficiency of educational and upbringing work in a university. Pedagogy can successfully solve its task only by relying on psychology, especially on the knowledge of general laws of mental activity of the students and of their age and individual characteristics. Knowledge of these features, in our opinion, is a prerequisite for electronic distance learning.

One of the basic provisions of psychology, as stressed by O. Ponomaryova, is that the purpose of education and training can not be derived from the psychological characteristics of personality [1, p.68]. This provision is extremely important because it is naturally connected with the idea and methodology of cultural-historical concept of L.S.Vyhotsky [2, p.7]. Its crucial idea is that learning is a dynamic force of mental development.

A clearly stated management mechanism of psychological support of e-learning and distance learning helps to achieve internal cohesion, avoid the deformation of "I" position.

We distinguish the following main areas of its application:

1. Adaptation: aims at preserving the mental health of students in the process of adaptation in technical universities and creates optimal conditions for the development of their creative abilities.

2. Communication: promotes personal development of students by combining theoretical knowledge and training sessions, and most importantly – increases the communicative culture, language skills, expands the role of communication, promotes personal fulfillment.

3. Personality: takes into account psychological features of students, responsible choice of their lifestyle.

Management mechanism of psychological support tracks the dynamics of individual mental and personal development, socialization and adaptation processes during electronic and distance learning. We have identified the main objectives of this support, namely we defined necessary conditions for individual development and keeping high motivation to e-learning and distance learning.

Special attention in managing psychological support for students in electronic distance training is given to social and psychological adaptation of students from technical universi-

ties. Evidently, the adaptation process is known to be one of the most studied research facilities. This is due, above all, to the universality of this phenomenon, because adaptation processes are objectively determined by all dynamic changes that occur in a variety of systems.

The term "adaptation" is used by some scientists to refer to:

- the process when the subject adjusts to the new environment (development of the phenomenon over time, the accumulation of its elements);
- the equilibrium that is established between the subject and the environment;
- the result of the process of adaptation (adaptability as a qualitative step in the process);
- purpose that sets the subject;
- educational and developmental situations in which teacher adapts students to a particular environment, preparing for the knowledge of their own "I" [3].

As stated by O.M. Halus, adaptive processes in educational systems are particularly important. This is due to several factors:

1. The process of learning is dynamic, because there is a constant renewal of teaching material.
2. The training is not only mastering certain information, but also the development of all the mechanisms of human interaction with the outside world.
3. Violation of adaptation processes can lead to significant distortions, deformations in the personal development of the person, hindering their creativity [4, p.73].

Hence, we developed training and educational program "Student to Student". The structure of our proposed educational program "Student to student" is a unity of five integral components of the educational process, their implementation and the conditions for their operation in higher educational institution.

The main components of the program are: I. Orientational; II. Meaningful; III. Organizational-activity component; IV. Estimation and adjustment; V. The output component.

Let us describe the main components of the educational program "Student to student".

I. Target component of the educational process.

The objectives of educational programs are fulfilled by carefully formulating the main objectives of the future educational process, namely setting the objectives of pedagogical activities; designing the necessary properties of motivation based on psychological analysis of students' personality; finding balance between teaching and possible level of academic performance in the group; finding the path of achieving goals both by teacher and the student; forecasting the expected result; creating conditions for the students to understand and accept the aim and objectives of future operations.

In the study, we have identified conditions for the target of educational process to be met.

First of all, it is the meeting the set goals and objectives based on individual characteristics of students, their level of academic performance, curriculum requirements, the place and role of the topic under study in the subject, chapter of the curriculum.

Secondly, it is the meeting of the goal through a number of cognitive tasks, such as: students' recognition of the position and need to develop electronic distance learning in a particular topic, chapter, subject; active transformation of specific educational material and search for its essential components and connections; systematization and generalization of links and interdependence of components, their presentation in formulas, schemes, plans, algorithmic definitions; application of knowledge in familiar conditions for the person; independent students' study of the development of electronic distance learning.

Thirdly, it is constant stress on positive aspects of learning.

II. Meaningful component of educational programs "Student to Student" permits: 1. to determine the connection of the lecture with the material previously learned; 2. to set logical connections between elements of educational material; 3. to analyze the content of the studied material in order to highlight the most significant notions; 4. Determining students' preparedness for the next block in the structure of electronic distance learning platform.

It should be noted that the main condition for the meaningful component of our program to be realized is system of knowledge approval, their consistent systematization and generalization of the following ways: permanent connection of new knowledge to the previously accumulated one; establishing a mode of problem situations in the group; use of practical, independent activities as source of new knowledge and activities; use of schematic symbols; verbal description of activities performed by group members and their reasoning.

III. Organizational and activity component.

The basis of this component is purposeful organization of students through gradual development of mental activities that include: understanding the importance of students' abilities to perform specific actions; identification of main structural components of the action itself; execution of optimal number of planned tasks; the study of techniques necessary for the execution of tasks; the organization of activities that require group members to apply skills independently in new circumstances; unity of different ways of organizing students, which ensures their further development; organization of learning activities through the use of techniques of differentiation; determining the content and form of receiving feedback.

We also defined the main condition for the implementation of Organizational and activity component - the management of group members on the productive level via the following methods: appropriate tasks, heuristic conversation, setting and solving problems, synthesis of problems solving methods and giving recommendations for solving similar problems, applying scientific methods: induction, deduction, analysis, analogies, etc.

IV. Estimation and adjustment.

These components enable to compare the planned schedule of activity with its actual implementation by obtaining information on the progress of certain activity; identifying deviations from the preset parameters; the difficulties, errors and reasons that led to them, by members of the group; identifying the correctness, volume, depth of understanding, knowledge of reality; identifying the level of preparedness of students to electronic distance learning; building up the system of self-estimation and estimation of others; analysis of the educational process in the group on three levels: current, topical, final; making necessary adjustments.

During the study we identified four key conditions for realization of estimated-correcting component: 1. Using level system of knowledge and skill assessment of students; 2. The use in classroom of useful tips on rational organization of learning; 3. Providing portions of assistance in the following forms: an algorithmic tips, exercises with ready-made samples, or with a draft plan of actions, tasks with instructions for execution; 4. Use of a variety of methods of control and evaluation activities.

V. Outcome component.

It acts as the final component of educational process. Its implementation is provided by: 1. Clarifying assessment criteria with a focus on comprehensive assessment of the performance of the educational process for further development of electronic distance learning; 2. Detection of results of teacher's influence on the group; 3. Getting information about effective state of its content and organization.

Therefore, psychological support of students during electronic distance learning is based on knowledge of the general laws of mental activity, the individual characteristics of students, which serves as the basis for educational programs "student to student", which include such main components as orientational, meaningful, organizational and activity component, estimation and adjustment, the output component.

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COMPARATIVE ANALYSIS OF E-LEARNING ENVIRONMENTS AT UKF AND DSTU

Introduction. Currently the importance of information and social media in education is growing. These media provide universal computerization of students and teachers at a level that allows to solve at least three main objectives [1]:

- to provide Internet access to each participant of the educational process, and preferably, at any time and from various locations;
- to develop a single e-learning environment and to make it available to all the participants of the educational and creative process in different time and independently one from the other;
- to create, develop and effectively use flexible e-learning environments, including personal user databases, data banks and knowledge of students and teachers with the possibility of universal access to work with them.

Statement of the problem. The objectives of this study may be stated as follows:

1. To identify positive and negative aspects of creating, updating, disseminating and using e-learning courses.
2. To investigate the means and tools of creating and supporting e-learning at the UKF and DSTU and present their comparative analysis.
3. To outline the ways to effectively apply the Slovak experience in DSTU.

Results. E-learning – is a system of electronic education, elaborated by means of information and electronic technologies. E-learning covers [2]:

- independent work with electronic materials, use of a personal computer, PDA, mobile phone, DVD-player, TV;
- advice and tips, evaluation from a remote (geographically) expert (teacher), the possibility of remote interaction;
- the creation of a distributed community of users (social networks), united by common virtual learning activities;
- timely round-the-clock delivery of electronic learning materials, distance learning means;
- the formation and improvement of information culture among all heads of departments and their mastery of modern information technologies, raising the efficiency of their normal activities;