



## The problem of distance learning in modern Russian education (theory and practice)

Olga V. Gribkova <sup>1</sup>, Nina N. Shchetinina <sup>2</sup>, Elena P. Kabkova <sup>1</sup>, Victoria V. Solovyova <sup>3</sup>, Vladimir I. Portnikov <sup>1</sup>, Zara A-M. Albakova <sup>4</sup>, Emilia R. Agadzhanova <sup>5\*</sup>

<sup>1</sup> Moscow City University, Moscow, RUSSIA

<sup>2</sup> Russian State Social University, Moscow, RUSSIA

<sup>3</sup> Russian Presidential Academy of National Economy and Public Administration (Lipetsk Branch of RANEP), Lipetsk, RUSSIA

<sup>4</sup> Ingush State University, Magas, RUSSIA

<sup>5</sup> Ulyanovsk State University, Ulyanovsk, RUSSIA

\*Corresponding author: [emilia73.90@mail.ru](mailto:emilia73.90@mail.ru)

### Abstract

In modern information society, information technology-based learning is becoming more and more popular. Learning via the Internet, that is, distance learning, has great potential. This paper focuses on the psychological and organizational features of distance learning. The psychological characteristics of the subjects of the educational process in the course of distance learning have been determined. Distance learning is the kind of learning in which the interaction of participants in the educational process takes place in a virtual space using information and communication technologies. Risks and problems of psychological readiness of teachers and students for distance learning have been analyzed. The paper emphasizes the difference between distance learning and the traditional form of education. In the course of theoretical analysis, the author considers the distinctive features of distance learning from correspondence learning in detail. The author brings up a question whether a sharp transition from traditional to distance learning can cause a psychological crisis, emotional instability, and entail negative consequences. The components for assessing the effectiveness of distance learning have been given in the paper: material and technical support; psychological climate in the study group; structure and content of educational material; individual achievements of students; teacher qualifications. The relationship between the type of perception and the effectiveness of distance learning is explored, the forms of interaction and presentation of the training content differ. Concrete steps are proposed for holding an event to optimize the distance educational process. The positive aspects of distance learning are pointed out. In the conclusion, specific preventive measures of psychological support for participants in distance learning have been presented.

**Keywords:** distance learning, students, teachers, crisis psychology, negative consequences, components of assessing the quality of education, the advantages of distance learning, psychological support

Gribkova OV, Shchetinina NN, Kabkova EP, Solovyova VV, Portnikov VI, Albakova ZA-M, Agadzhanova ER (2020) The problem of distance learning in modern Russian education (theory and practice). Eurasia J Biosci 14: 4297-4303.

© 2020 Gribkova et al.

This is an open-access article distributed under the terms of the Creative Commons Attribution License.

### INTRODUCTION

In conditions of an unfavorable epidemiological situation, a pandemic, and lockdown, each of us had to change the usual pace of life. The system of education was one of the first to rearrange its activity from full-time to distance learning. The new teaching format influenced not only technical changes, but also psychological and pedagogical ones.

The ongoing changes have become a serious challenge for the entire system of education. Distance education has a number of features: remoteness, indirect communication of all participants in the educational process, the importance of self-control skills

in children (Goloshumova et al., 2019a). The participants in the distance educational process encountered difficulties in organizing students' activities, motivation, and creating a favorable psychological climate in the classroom. The situation was complicated by the flows of negative information about the danger of this disease, the negative consequences of which were panic attacks, anxiety and stress in parents, children, and teachers. A difficult life situation, a situation of

Received: December 2019

Accepted: March 2020

Printed: October 2020

stress, which was relevant to psychology of crisis, arose, where everyone was in the role of a victim forced to accept the situation.

Distance learning is the kind of learning in which the subjects of the educational process are separated not only in space, but sometimes in time. It is conducted with the use of information and communication technologies.

A.P. Ershov (1996), V.S. Lednyov (1991), I.V. Robert (1994), I.A. Zyubina et al. (2019) study the impact of information and communication technologies on the content of education; A.A. Andreev and V.I. Soldatkin (2013) consider the possibilities of using information technology to determine the effectiveness of training; innovative forms of distance learning are analyzed by V.V. Yudin (2014); a number of researchers note the importance of organizing interpersonal interaction in distance learning. The features of virtual reality and possible changes in the state of consciousness in virtual reality were studied (Nosov, 2000).

L.B. Schneider (2018) notes in his work “we live in an information outburst that has changed the entire space of our life, relationships, communication”. According to N.V. Borisova (2018), digital transformations affect all spheres of human activity, change the value-meaning orientations of the individual.

N. Tarasova and K. Tarasov (2020) conducting the studies of the psychological characteristics of distance learning noted the innovative opportunities that have opened up in learning, but there are also certain disadvantages of digital learning:

- trust in the information offered is down, doubts arise about the truth of the facts presented;
- stereotypes are formed regarding the acquired knowledge, since there is no possibility of their verification in practice;
- the process of socialization is disrupted due to the lack of social contacts;
- actualization of the problem of ensuring information security of students.
- Scientists also point out the positive effects of distance learning:
- accessibility of education: simplifying the acquisition of knowledge by people with disabilities working in remote areas;
- mass education: the possibility of learning and self-realization, regardless of social and material status;
- individualization of education: development of an individual educational route with a choice of pace and level of education;
- development of skills of introspection, independence, self-organization of students (Goloshumova et al., 2019b; Kalinina, 2011; Kvon et al., 2019; Mitina & Mitin, 2018; Salakhova et al., 2019).

## METHODOLOGICAL FRAMEWORK

Distance learning and forms of raising its effectiveness were considered in the works of foreign authors such as K.E. Dooley, J.R. Linder and L.M. Dooley (2005), C. Mehrotra, C.D. Hollister and L. McGahey (2001), C. Morgan and M. O'Reilly (2002). In domestic science, distance learning issues were studied by: I.A. Kuznetsova (2011), I.V. Kiyani (2012), M.V. Bukharkina, M.V. Moiseeva and E.S. Polat (2004), A.V. Khutorskoy (2001).

Distance learning is treated as a purposefully organized process in which electronic teaching aids are used, independent mastery of knowledge prevails, and the teacher and student are geographically separated.

A.A. Andreev and V.I. Soldatkin (2013) proposes to consider distance learning as interactive activity of students and teachers through technical means, invariant (indifferent) to their location in space and time (Denisova, 2013).

Based on the works of foreign scientists M.G. Moore, W. Macintosh and L. Black (2006), it has been found that when organizing distance learning, it is recommended not to equate distance learning with correspondence education, since distance learning is implemented taking account of the following factors:

1. The first important distinguishing feature of distance learning is its interactivity, that is, the constant interaction between the teacher and students. In correspondence courses, interactivity bears an episodic character.

2. Means of implementation of all components of the distance learning system have a specific impact on each of the components of the training system, determining their selection, structuring, organization. Correspondence learning and distance learning differ in the organization of educational material, structure, method of presenting information.

3. Methods of conducting classes, used information technologies, Internet platforms differ. The system of controlling the cognitive activity of students is carried out through the Internet services used.

The main principles of distance learning are the following:

1. The principle of primary skills. To provide distance learning successfully, it is important to have basic information and communication skills, to use a computer connected to the Internet.

2. The principle of an individual approach. The interactive style of communication between the teacher and the student allows one to make the training more individual. It is possible to offer additional information resources, to choose an individual learning pace, since the time factor loses its significance.

3. The principle of pedagogical expediency of using the means of new information technologies. The teacher is required to evaluate the applied teaching methods.

4. The principle of information security. The Internet is full of various information, which is not always pedagogical. The task of the teacher is to ensure the security of the information provided, to meet the conditions of the copyright holders.

5. The principle of self-actualization. Education as a whole is aimed at unlocking the intellectual, creative abilities of students. It is important for the teacher to establish the possibility of self-actualization of each student, making special efforts to establish intergroup communication, maintain a positive psychological climate in the group.

6. The principle of a personality-oriented approach. In the framework of this principle, the emphasis is on the positive qualities of students, their support, approval and development. This principle is of particular importance in distance learning. Face-to-face communication is accompanied by facial expressions, gestures, intonation. It is easier for a student to accept the teacher's emotions and his reaction, just as it is easy for a teacher to assess the psychological state of students in class. In the course of distance learning, such possibilities of perception of an emotional state become more complicated, sometimes they are not possible. Even holding a videoconference cannot provide the transfer of emotions, intonation. In this regard, it is important for a teacher to stimulate an independent search for information, work on mistakes, encourage students, maintain initiative, and form self-analysis skills.

I.A. Kuznetsova (2011) believes that the assessment of the distance learning effectiveness should not differ from face-to-face training, and suggests certain components of quality:

1. material and technical support – the assessment of the quality of technical support for distance learning, the capabilities of the educational platform chosen by the teacher;

2. psychological climate - distance learning implies indirect communication, in which it is difficult to give emotional coloring to the learning process;

3. educational material – the assessment of the structure of the provided material, its content, relevance for students;

4. individual achievements of students - the assessment of achievements makes it possible to carry out an individual diagnostic of the effectiveness of the program being implemented, adjusting classes, increasing the individual achievements of each student;

5. teacher qualifications – the assessment of the teacher's competences, the level of qualifications and skills in conducting distance learning.

The issue of psychological support of distance learning for all the participants in the educational process has acquired special importance.

The main psychological problems of distance learning for children are:

- difficulties in establishing contact with other participants in training;
- lack of virtual discussion skills (aggression or shyness during speeches or presentations);
- difficulties in perceiving and memorizing material;
- problems of self-control, self-regulation and self-organization.

The works of I. Lukashenko and O. Lutsenko (2016) are devoted to the psychological and pedagogical problems of communication in distance learning.

It was found that the type of perception has a significant impact on the quality of distance learning, since the forms of interaction and presentation of learning content differ from traditional ones. The type of human perception depends on the prevailing organ that receives and processes information.

The most positive effects of distance learning are seen in visual learners, while auditory learners often find it difficult to master material through presentations. Auditory learners are better at understanding video tutorials that provide clear instructions and explain content. This use of video makes up for the lack of interpersonal communication. Kinesthetic learners study effectively when performing actions, acquiring tactile experience with the material, so it is important for teachers to introduce practical exercises that encourage independent research and information search.

*Problems with motivation in distance learning.* Traditional forms of motivation in face-to-face education are good grades, approval, praise from parents and teachers, success and material rewards. With distance learning, it is difficult for a child to compare his achievements with the results of his peers, and the teacher's opinion becomes the only way to assess the results. It is important to establish a psychologically favorable dialogue between the teacher and the student during online communication. It is important for a child to achieve greater introspection of their activities as an additional stimulus for distance learning (Goloshumova et al., 2019b; Lekareva et al., 2018; Romanova et al., 2019).

C. Mehrotra, C.D. Hollister and L. McGahey (2001), C. Morgan and M. O'Reilly (2002), A.A. Andreev and V.I. Soldatkin (2013), A.R. Bayanova et al. (2020) believe that the success of distance learning depends on the ability of students to do work independently, to take responsibility for learning, to be proactive, purposeful, and to be able to track and evaluate their own results.

It is important for the teacher to choose various forms of distance work (online classes, video lessons, online diagnostics) that develop cognitive motivation, that is, a conscious and independent pursuit of knowledge, the perception of an online lesson as a source of development. The child learns not out of fear of punishment or the desire to receive rewards, but to acquire knowledge. It is important to build classes so

that the child does not passively receive ready-made information but becomes an active subject of research in the course of distance learning.

The educational process is complicated by high levels of stress and background anxiety, completely new and unusual learning environments. Each has its own type and level of stress resistance, and the nature of the reaction to stress. The teachers also encountered a number of difficulties in distance learning:

- the choice of style of communication with children on the Internet;
- the difficulty of diagnosing the individual characteristics of students;
- problems of increasing the motivation of learning;
- creation of a favorable psychological climate during training;
- a low level of required competences for distance learning.

The difficulties that arose caused negative feelings among teachers, but feelings and states are completely different things. It is better to accept and experience such feelings, but one should not immerse oneself in all states for a long time. To avoid this state, it is necessary to realize which components of the situation can be changed, and which circumstances do not depend on us. Psychologically, adherence to the usual daily routine will help the teacher to accept and adapt to the situation of distance learning:

- managing work and rest time;
- sleep, nutrition, physical activity, movement;
- sparing time for hobbies, interests.

In the process of distance learning, parents, as the participants of the educational process, may also experience psychological discomfort associated with the difficulties of establishing interaction with a teacher on emerging issues and problems. Stress is caused by the large amount of information received.

## RESULTS AND DISCUSSION

In the course of this study, a theoretical analysis of the problem of organization and psychological support of distance learning in an educational institution was carried out. It has been established that distance education is considered as a purposeful, organized process of independent mastering of knowledge, skills and abilities under the guidance of remote teachers.

It was found that the main distance educational technologies are: Internet technology, case technology and video technology.

In the course of the theoretical analysis, it was found that the main components of assessing the quality of distance learning are material and technical equipment, the structure and content of educational material, the success and subject achievements of each student, the

competence of teachers, the psychological atmosphere in the study group.

Thus, the development of a system for assessing the quality of distance learning will help to identify negative factors timely, their causes and develop specific steps to improve the process. This assessment is carried out in view of the following stages:

1. Analysis of the initial state of distance learning in the institution, the quality of its organization (assessment of resources, factors, competencies).
2. Formation of a plan to create the necessary tools, conditions for improving distance learning, planning an event and timing of their implementation.
3. Analysis of the initial and final indicators, decision-making to optimize the educational process.

To provide psychological support, an analysis of the forms of distance learning was carried out. One of the forms, when students acquire knowledge in person together with a teacher, while using remote educational resources, interacting with specialists remotely. The Internet expands access to information, quantity and quality of communication. Another form involves teaching not in one full-time school, but remote connection of students from different schools for training according to a certain additional program. The work of students takes place in a virtual classroom, all participants in the process are at a remote distance and connect to a specific Internet platform.

Another form of distance learning is distributed learning. It allows one to take account of the personal characteristics and goals of each student, to build his individual educational route flexibly. But to realize these possibilities, highly professional coordination of training is required on the part of a tutor or other teacher-mentor working in a certain and well-functioning pedagogical system (Kuznetsova, 2011). These forms of distance learning can be combined in other versions. A variety of forms of distance learning is aimed at developing the cognitive and creative abilities of students, and in general, at the formation of students' competences.

It is possible to overcome the psychological difficulties that arise by observing certain preventive measures:

- recognize the positive characteristics of distance learning.
- stay calm as your child adapts to distance learning. The state of the teacher, of the parents is reflected in the state of the child. Give your child a positive and calm emotional background, a positive attitude to the learning process, spot the child's success.
- observe the daily routine. The effectiveness of distance learning is provided by time management, skills in the distribution of time for learning and rest. It is important to learn to separate the primary tasks from the secondary

ones, to choose the tactics of doing homework without any excessive load.

- organize a common space, agreeing on the details of the training, taking into account the interests and needs of the whole family. This will help to avoid discontent, conflicts, uncontrollable behavior of children.
- prepare your child's workplace. A separate room or work area is not that important. The main thing is that there is order around - this sets you in a working mood. Take care of the technical side of the issue so that the computer (tablet, phone) is in working order, and the Internet does not fail at a crucial moment.
- create a work environment for the child. Make sure that no one or anything distracts the child during distance learning (family members, pets, mobile phones, TV).
- follow a hygiene and exercise regimen. Do physical exercises, eye exercises, regularly ventilate the room. With distance learning, it is important to organize a full sleep, not only the work schedule, but also leisure and recreation with children.
- motivate your child to succeed. Praise and encourage him more often.

## CONCLUSION

Analyzing the psychological characteristics of distance learning, one can identify certain advantages over the traditional form of the educational process:

- flexibility - students may not constantly attend classes, especially in the system of additional education, when the student can independently choose the time for watching the video lesson, determine the personal rhythm and pace of the lesson (Popova and Chikova, 2014);
- modularity - the distance program is based on the modular principle of teaching, when topics are combined into separate thematic blocks;
- asynchrony - the teacher and students can carry out the educational process regardless of time;
- coverage - distance learning is characterized by mass character, when a large number of students can attend the lesson of one teacher;
- profitability - economic efficiency of distance education;
- tutoring - a teacher is not a source of knowledge but accompanies the search for knowledge and research of students, offers consultations, additional information resources.
- innovative pedagogical technologies - distance learning uses video technologies, online

Olympiads, computer tools for diagnosing knowledge and skills.

It was found that despite the obvious advantages, distance learning has a number of disadvantages:

1. Each participant in the educational process needs a personal computer with Internet access.
2. Motivation of students. The skills of self-organization and self-discipline of students influence the increase of motivation for this form of learning.
3. Difficulties in assessing knowledge. The teacher can see the result of the student's work, it is quite difficult to track the independence of doing this work.
4. Lack of communication. Many classes, for example in psychology, require a group form of work, face-to-face communication. The format of a video lesson or online lesson can only partially solve the problems of such an interactive program.

Distance learning has many advantages, and even potential disadvantages (such as boring text-based courses, technophobia, loneliness) can be mitigated with a well-designed training program.

Communication of distance learning participants allows them to take on new social roles. The form of interaction can change in part, a complete transformation of the communication system is possible.

Unlike the cognitive sphere of a child, adults are able to abstract, more accurately analyze and synthesize the information received. Such abilities are important when working with information sources, to evaluate data on various phenomena presented on the Internet. Adults can easily distinguish significant information from secondary information and determine the reliability of the data.

The emotional sphere of an adult is also more stable than that of a child or adolescent. It is distinguished by stability, poise. That is why the limited emotional contact between the teacher and the learning adult is transferred much easier and simpler.

The Internet space is characterized by specific features that can pose potential threats to the success of learning - the formation of addictions, a breach of identity, problems with protecting information, deterioration in the quality of communication, the development of deviations and specific psychopathology (Lukashenko & Lutsenko, 2016).

As a result, based on the above, psychological and pedagogical support of distance learning becomes important:

1. The work of a professional psychologist in a group of developers of educational portals, the development of distance learning programs, psychological analysis of pedagogical teaching technologies.
2. Development of diagnostic tools by a psychologist to track the results of distance learning.
3. Organization of psychological support for students, teachers and parents. Conducting online

consultations, trainings, developing recommendations, organizing group discussions

4. Conducting psychological research to identify the factors of disruption of the distance educational process and their further correction.

Thus, the effectiveness of distance learning can be achieved by creating an emotional and communicative connection between participants in the educational process. In addition, the distance learning process must be conducted in an appropriate working environment that allows one to create a certain psychological climate in the group, quickly adapt to the time of classes and rest. When developing educational material, it is

necessary to take into account the type of perception of students, age, peculiarities of the pace of doing exercises. The use of information and communication technologies has a positive effect on the educational process, promotes the development of individual resources, influences the formation of skills in goal setting, independence, responsibility and initiative.

#### ACKNOWLEDGEMENT

This publication was prepared with the financial support of the grant of the President of the RF №MK-2074.2019.6.

#### REFERENCES

- Andreev AA, Soldatkin VI (2013) Distance learning: essence, technology, organizational tion. URL: [http://www.ict.edu.ru/ft/003823/book\\_3.pdf](http://www.ict.edu.ru/ft/003823/book_3.pdf) (date of access: 18.07.2020).
- Bayanova AR, Sivova IV, Kamasheva YL, Popova OV, Semyanov EV, Shagieva RV, Yusupov IM (2020) Student online services consumption: Routine practices or mistrust to digital service? *Contemporary Educational Technology*, 11(1): 47-54.
- Borisova NV (2018) Digital society through the prism of S. L. Rubinstein's legacy. Digital society in a cultural and historical paradigm. Moscow: Publishing house of the Moscow State Pedagogical University.
- Bukharkina MY, Moiseeva MV, Polat ES (2004) Theory and Practice of Distance Learning. Moscow: Academy.
- Denisova TL (2013) Pedagogical support of distance learning university students. *Bulletin of buryat state university*, 1: 173-177.
- Dooley KE, Linder JR, Dooley LM (2005) Advanced methods in distance education: applications and practices for educators, administrators and learners. Pennsylvania: Idea Group Inc.
- Ershov AP (1996) Speech at the closing of the II Congress of UNESCO "Education and Informatics". *Computer Science and Education*, 5: 33-34.
- Goloshumova GS, Albakova ZA-M, Marchev KV, Kidinov AV, Gustova EA, Salakhova VB, Krasheninnikova NA (2019a) The interrelation of environmental and social factors and man's mental health. *Ekoloji*, 28(107): 6013-6016.
- Goloshumova GS, Ershova OV, Salakhova VB, Kidinov AV, Nalichaeva SA, Yanyshva VA (2019b) Information and educational environment of higher school as a factor of the formation of coping strategies in the structure of students' personality (ecological and psychological aspect). *EurAsian Journal of BioSciences*, 13(2): 1867-1874.
- Kalinina NV (2011) Social and personal resources to overcome difficult life situations. *Sibirsk Scientific Journal Vestnik*, 1(3): 96-101.
- Khutorskoy AV (2001) Modern didactics: textbook for universities. St.Petersburg: Peter.
- Kiyani IV (2012) Assessment of the quality of educational technologies in the distance learning system. *Successes of modern natural science*, 2: 76-84.
- Kuznetsova IA (2011) Assessment of the quality of distance learning systems. *Bulletin of Eurasian Science*, 2(7). URL: <https://cyberleninka.ru/article/n/otsenka-kachestva-sistem-distantsionnogo-obucheniya> (date accessed: 17.07.2020).
- Kvon GM, Vaks VB, Kalimullin AM, Bayanova AR, Shaidullina AR, Dolzhikova AV, Lapidus NI (2019) Developing the Informational and Digital Environment of a University: Problem Analysis and Assessment. *Eurasia Journal of Mathematics, Science and Technology Education*, 15(10). – em1767. URL: [https://kpfu.ru/staff\\_files/F1126799205/Developing\\_the.pdf](https://kpfu.ru/staff_files/F1126799205/Developing_the.pdf)
- Lednyov VC (1991) The content of education: essence, structure, perspectives. Moscow: Higher School.
- Lekareva EE, Zaretskiy VV, Artamonova EG, Salakhova VB, Efimova OI, Kalinina NV (2018) Comprehensive rehabilitation of minors with deviant and delinquent behavior: The experience of the Russian system of education. *Eurasian journal of analytical chemistry*. *Eurasian Journal of Analytical Chemistry*, 13(1b): em84.

- Lukashenko I, Lutsenko O (2016) Psychological Aspects of Learning in Virtual Space. *Visnik V.N. Karazin Kharkiv National University, A Series of Psychology*, 60: 40-43.
- Mehrotra C, Hollister CD, McGahey L (2001) *Distance learning: principles for effective design, delivery and evaluation*. London: Sage Publications Ltd.
- Mitina ID, Mitin SN (2018) Education as a socio-cultural institute of modern society, *Scientific Journal Vestnik*, 4(34): 66-70.
- Moore MG, Macintosh W, Black L (2006) *Information and communication technologies in distance education*. Moscow: Training-Service.
- Morgan C, O'Reilly M (2002) *Assessing open and distance learners*. London: Kogan page Limited.
- Nosov N (2000) *Virtual psychology*. Moscow: Agraf.
- Popova NE, Chikova OA (2014) Distance learning technologies as an innovation in the implementation of new generation educational standards. *Vestnik of NGPU*, 2(18). URL: <https://cyberleninka.ru/article/n/tehnologii-distsionnogo-obucheniya-kak-innovatsiya-v-protseesse-realizatsii-obrazovatelnyh-standartov-novogo-pokoleniya> (date of access: 18.06.2020).
- Robert IV (1994) *Modern information technologies in education: didactic problems, perspectives of use*. Moscow: School-Press.
- Romanova AV, Salakhova VB, Ganova TV, Nalichaeva SA, Nazarova LS, Dolzhenko AI (2019) Hardiness as a component for sustainable development of a person's personality: Ecological and psychological aspect. *EurAsian Journal of BioSciences*, 13(2): 1833-1840.
- Salakhova VB, Umerkaeva SS, Ignatyev SE, Sokolovskaya IE, Nalichaeva SA, Zebnitskaya AK (2019) Informational and psychological safety of the educational environment in forming a person's personality: current challenges and risks (ecological and psychological approach). *EurAsian Journal of BioSciences*, 13(2): 1797-1803.
- Schneider LB (2018) Yesterday, today, tomorrow: from "click" to clip and further to chip thinking. Digital society in a cultural and historical paradigm. *Proceedings of International Scientific conference: The digital promise in a cultural-historical paradigm*. Moscow: Institute of Psychology named after L.S. Vygotsky: 198-203.
- Tarasova N, Tarasov K (2020) Pre-school education and distance learning. *International review*. URL: [https://dovosp.ru/wp-content/uploads/2020/08/tarasova\\_dv\\_08\\_2020.pdf](https://dovosp.ru/wp-content/uploads/2020/08/tarasova_dv_08_2020.pdf). (date of access: 25.07.2020).
- Yudin VV (2014) Personal and motivational aspects of students studying in traditional face-to-face system and distance education system. *Psychology and Psychotechnics*, 2: 192-200.
- Zyubina IA, Dzyubenko AI, Borisenko VA, Popova OV, Prokopyev AI (2019) Implicit Linguopragmatic strategies of speech behavior of English-speaking prosecutors. *XLinguae*, 12(4): 92-102.