

D.P. Primkulova<sup>1\*</sup>, Zh.A. Zhusupova<sup>1</sup>, G.A. Yerzhanova<sup>1</sup>

K.Zhubanov Aktobe Regional University  
Aktobe, 030000, Republic of Kazakhstan

\*e-mail: [diana@zkgmu.kz](mailto:diana@zkgmu.kz)

## SOLVING THE PROBLEMS OF DISTANCE LEARNING: INTERACTION BETWEEN PARENTS, TEACHERS, AND PSYCHOLOGISTS

### Abstract

This article examines the relationship between parents, instructors, and psychologists in detail to analyze and resolve the difficulties of distance learning. The writers analyze the primary obstacles to remote learning, such as technological constraints, modifications to course materials, and students' psycho-emotional health, based on qualitative and quantitative data. The paper offers creative solutions that integrate technology optimization, psycho-emotional support, professional development for educators, and hybrid learning to maximize the benefits of remote learning through a multidisciplinary approach. It was discovered that the key issues with remote learning are the need for more engagement between parents, teachers, and students, technology constraints, adaptations made to educational resources, and psycho-emotional stress. The interdisciplinary approaches discussed in this article stress the value of technology optimization, psycho-emotional support, hybrid learning, and teacher professional development. The adopted tactics' influence on the caliber and effectiveness of distant learning is confirmed by the data analysis findings on learning effectiveness and stakeholder input. A key component of effective remote learning is creating customized strategies based on the unique requirements and environments of instructors, parents, and students. The writers stress that emphasizing communication, flexibility, and creativity helps to build a responsive and long-lasting online learning environment. The authors conclude by emphasizing the necessity of ongoing optimization and adaptation of distance learning techniques to maintain their applicability and sustainability in evolving social and educational environments.

**Keywords:** distance learning, multidisciplinary approach, psycho-emotional well-being, technological optimization, hybrid learning, adaptive educational strategies.

### Introduction

Research has shown that distance learning is challenged by technical, pedagogical, psycho-emotional, and organizational problems. Technical problems include unstable internet connections, poor device access, and software crashes. Pedagogical barriers include adapting content to online formats, retaining student commitment, and evaluating performance at a distance. Psychosocial problems include stress, anxiety, social isolation, and reduced motivation. Disorganization problems stem from domestic distractions, poor time management, and irregular learning schedules. Parents often face increased workloads in supporting children's learning, teachers struggle to adjust lesson plans while maintaining interactivity, and psychologists note increased stress on the part of all stakeholders. The study has shown that parents provide a supportive home environment, teachers adapt teaching approaches, and psychologists support emotional and stress management. Technology is integrated into modern educational institutions to guarantee accessibility and flexibility in learning. However, many schools encounter difficulties when compelled to switch to a remote format because of bad weather. Active communication and an integrated approach are necessary to address the challenges and issues associated with distance learning amongst educators, psychologists, and parents. Each of these groups is essential to developing a successful and long-lasting learning environment. Parents help with inspiration and organizing. In addition to helping kids develop regular routines and discipline, they also need to make sure they have access to the technology and academic resources they need at home. The engagement and support of parents in the educational process help pupils become more motivated and focused.

Teachers then modify curricula to accommodate distance learning. This entails adapting instructional materials, implementing flexible and interactive teaching strategies, and instructing parents and students on utilizing online resources. It is also the duty of educators to promptly resolve organizational and technical problems. To guarantee students' psycho-emotional well-being, psychologists are essential. Psychologists work with students and their parents to assist them in managing the stress and anxiety of distance learning. In addition to offering individual and group counseling, they create plans to improve psychological resilience and impart relaxation and self-control skills.

Only by working together can all parties involved in the remote learning process successfully overcome its obstacles.

Combining parents, educators, and psychologists' resources, skills, and knowledge to provide high-quality distance learning creates a supportive, flexible, and caring environment.

This topic is still relevant, as there is a growing need to ensure high-quality and efficient education by optimizing the distant learning process.

An Important Aspect of this issue is that many parents, educators, and kids aren't always ready for the shift to online education. This covers issues with technology, low student interest, and disorganization, and the educational obstacles teachers face.

Investigate Innovation is creating integrated strategies that bring together psychologists, instructors, and parents to address the abovementioned issues and guarantee successful remote learning.

The article's goal is to examine and provide all-encompassing approaches for maximizing remote learning, with an emphasis on interdisciplinary cooperation between all parties involved in the learning process and also develop and propose comprehensive, interdisciplinary strategies to improve the quality and effectiveness of distance learning by coordinating the interaction of parents, teachers and psychologists, addressing technological, pedagogical and psycho-emotional challenges and examine the primary problems and difficulties related to distance learning. Also, to define the roles and responsibilities of educators, psychologists, and parents by creating and suggesting interdisciplinary approaches to enhance the caliber and efficacy of distance learning.

These goals facilitate the development of focused methods to address the current problems with distant learning and contribute to a thorough understanding of those problems.

In recent decades, many studies and publications have focused on distance learning. Researchers and educators are now more interested in examining the problems and difficulties that come with educational institutions moving to online forms due to different emergencies [1]. The technological and administrative aspects of remote learning are covered in full in the publications of Smith et al. (2020) and Johnson (2021). The authors highlight difficulties setting up the home learning process and lacking technical readiness and logistical support. Rodriguez (2022) investigated the psycho-emotional components of distance learning and discovered that students' anxiety and stress levels increased as a result of their isolation and irregular sociability [2]. Psychological support and stress-reduction techniques have proven essential to guarantee students' psycho-emotional well-being. Kim's (2020) research emphasizes the role of parents in distance learning. Parents become active participants in their children's education, and their support and involvement affect their motivation and success. Another significant topic addressed in the writings of Brown and Simmons (2021) is the adaptation of instructional strategies to the online environment. To keep students' interest and focus, the authors discuss modifying course content and implementing flexible, interactive teaching strategies [3].

According to E.K. Jumagulov's experience, educators at Bishkek's School No. 13 who were forced to transition to remote learning in the fourth quarter encountered some difficulties:

- Technical assistance ((internet, personal computers, etc);
- Computer literacy (technical abilities).

It was advised that students use TV teachings as a teaching tool. The website provided them with access to the required literature. Teachers must invest more time, expertise, and abilities in teaching distance learners. Although there were many social and logistical challenges in the early days of remote learning, this context makes it possible to investigate the potential applications of digital technology in distance learning [4].

On the other hand, P.S. Rogacheva outlined the primary challenges instructors experienced when they quickly made the switch to distant learning, as:

- Absence of a user-friendly university online learning platform or one that is tailored to the particulars of each course taught;

- Teachers' lack of the technical and pedagogical skills required to integrate digital technologies into the learning process;

- The time and labor costs associated with planning and executing digitally-enhanced lessons;

- Inadequate oversight of student participation and assessment during instruction;

The drawbacks associated with holding sessions virtually [5].

In A.A. Chiginsteva's opinion, the primary concern is teachers' preparedness for the workforce. Teacher preparedness is a crucial component of remote learning. When incorporating computer technology into remote learning, it is crucial to ensure that instructors are ready for these advancements. Teachers' self-assurance in their capacity to pick up and apply all available technology is the first step toward successful remote learning.

Teachers receiving extensive training in information technology will advance modern pedagogy and online learning [6].

Considering E.V. Fadeyev's investigation, a critical component of the learning process is student-teacher feedback. This is done in real-time (during the session) while communicating with the student in partial remote learning. Nevertheless, there are issues with the lack of feedback and the elimination of psychological resources like empathy and interaction from the communication process in fully remote learning (which excludes face-to-face interaction between the teacher and student), which impact the learning process's results [7]. In comparison, Chiginsteva focuses on teachers' technical and skill-based preparation, while Fadeyev focuses on the interpersonal and communication aspects. Chiginsteva implicitly assumes that with adequate IT training, teachers will naturally adapt their teaching to remote environments. At the same time, Fadeyev suggests that a lack of human interaction can undermine teaching effectiveness even with technical skills. Together, these perspectives suggest that the success of distance learning requires not only the technical readiness of teachers but also a deliberate strategy to maintain meaningful communication and emotional attachment with students.

According to S.S. Pichugie, primary school teachers' distance learning experiences have developed into practical tools for mastering interactive learning platforms that support the organization of primary school students' independent work at their own pace, the identification and analysis of learning material difficulties, and the creation of a stable and high-quality learning environment. It also encourages "teacher-parents" to form pedagogical collaboration [8].

Rubtsova identifies some key challenges faced by distance learning [9]. First, it points out that the regulatory and legal framework is not fully developed and that only individual documents confirm the existence and operation of the system. It also draws attention to the comprehensive definition of distance learning as any non-full-time learning activity, which, in its view, creates confusion and incoherence in its understanding and application. Finally, Y.N. Rubtsova expresses concern that the educational and teaching elements of the system are subordinate to the commercial ones, which risks shifting priorities away from quality education towards profit. Lapyhin stresses the advantages of distance learning [10]. It notes that it allows an accessible and continuous lifelong learning program for students and tailor-made systems for disabled people and rural people without access to higher education.

A. Kartel discusses concerns related to remote learning, including student isolation, "focus on the teacher," and students' capacity to engage with shared material.

Collaborative distance learning (CDL), which is predicated on using group technology at any time, anywhere, and with a particular approach, is suggested as a solution [11].

With an emphasis on the pedagogical and psychological interactions in the "student-teacher" dyad, N. Makarenko provided a brief overview of theoretical and scientific research on the new type of distance learning. The primary drawbacks of this interaction model are outlined [12], including issues with dialogic communication, a diminished capacity for student monitoring and motivation, and inadequate technological setups for all students to participate in the learning process.

The literature review highlights the intricate and varied problems associated with distant learning. Overcoming the organizational, technical, and psycho-emotional challenges of remote learning largely depends on the collaboration of psychologists, instructors, and parents.

To maximize distance learning, research and development of all-encompassing techniques and methodologies are still important areas of scientific progress in this sector.

### **Materials and methods of research**

The scientific novelty of the research is: an integrated model combining the roles of parents, teachers, and psychologists in a single coordinated framework to address distance learning challenges, addressing both technical and psycho-emotional issues simultaneously and in a holistic way. The following tools and resources were employed to complete the tasks and goals of the research:

Examining the primary problems and difficulties associated with remote learning.

Materials: Literary review:

- qualitative analysis of academic works on distance learning to identify key issues and possible solutions. Content and textual analysis: assessment of feedback from teachers, parents, and students in educational forums and on the platform.

- Scholarly studies and publications around online learning.

- Comments posted on educational forums and platforms by instructors, parents, and students.

Methods:

- Qualitative literature study to pinpoint the primary issues and difficulties of distance education.

- Textual data analysis from comments and feedback to identify critical areas of concern.

2. Determining the obligations and roles that educators, psychologists, and parents have in the context of remote learning.

Materials:

- Conversations with educators, parents, and psychologists.

Methods:

- Methodically interview people and assess the information gathered.

- The creation and presentation of diverse approaches aimed at enhancing the caliber and efficiency of remote education.

Materials:

- Literature reviews of current distant learning techniques.

- Findings from questionnaires and interviews.

Methods:

- Creation of creative plans that incorporate different techniques.

- Every phase of the study is carried out in compliance with ethical guidelines and standards.

The analysis's findings will be applied to improve remote learning even more, raising its caliber and efficacy.

### Results and their discussion

Learning effectiveness data showed better adaptation and stability in educational outcomes compared to unstructured remote learning. The study found that distance learning has four main problems: technical, pedagogical, psycho-emotional, and organizational. Technical issues include unstable internet connections, the lack of necessary equipment, and software failures. The pedagogical challenges concern adapting courses to the online environment, maintaining student commitment, and assessing learning outcomes at a distance. Psychological problems include stress, anxiety, social isolation, and reduced motivation in students. Problems with disorganization are caused by domestic distractions, poor time management skills, and difficulties in keeping a regular learning schedule. The interviews revealed that parents often face a heavy workload supporting their children's schooling at home. At the same time, teachers have reported difficulties in adapting lesson plans and pedagogical methods to digital formats while maintaining the interactive nature of the content. The primary problems and challenges associated with distance learning were determined by examining some research and publications, in addition to feedback and remarks from instructors, parents, and students (Figure 1).

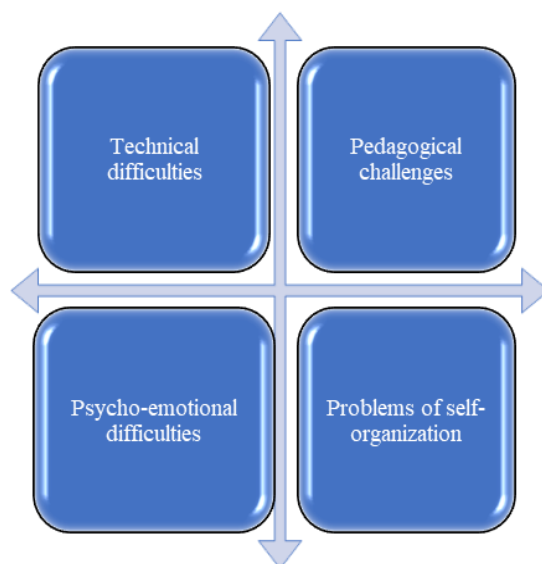


Figure 1 – The main problems and difficulties associated with distance learning

Note: Compiled by the authors

Among the main problems found are:

- Technical challenges include erratic internet connections, restricted equipment access, and software problems.
- Pedagogical issues include catching students' attention, converting course materials into an online version, and evaluating students' success in distant learning.
- Psycho-emotional challenges: tension and anxiety brought on by modifications to the curriculum, social isolation, and an unfamiliar learning environment.
- Problems with self-organization include distractions at home, lack of drive, and trouble creating an efficient daily schedule.

The intricacy of the problems surrounding distant learning is made clear by the data analysis. Technical issues are frequently linked to the requirement for suitable equipment and high-quality internet connectivity. Teachers' need to swiftly adjust to new technologies and teaching approaches exacerbates pedagogical matters. Psycho-emotional and psychological problems surface as the leading causes for concern. The absence of face-to-face interactions with

professors and peers and a lack of self-organization and motivation harm students' academic achievement and overall well-being. The problem of distance learning is intricate and multidimensional, requiring advanced solutions. Infrastructure and resource accessibility must be improved to reduce technical issues. Adapting teaching strategies and engaging in professional development can help tackle pedagogical problems.

To address psycho-emotional and psychological problems, pupils' resilience will need to be supported and developed.

Educational institutions, parents, instructors, psychologists, and governmental organizations must work together to address the aforementioned problems and establish an efficient, welcoming, and encouraging environment for remote learning.

The crucial roles and duties of psychologists, instructors, and parents in the context of distant learning were determined through the analysis of surveys and structured interviews. The primary aim of the interview was to gather comprehensive and in-depth data regarding the individual experiences, opinions, and sentiments of educators, psychologists, and parents concerning the remote learning process. Twenty parents, fifteen teachers, and ten psychologists with prior experience collaborating or engaging with remote learning participated in the interviews. Questions like these were posed to the participants:

What difficulties do you run into when learning remotely?

What approaches and techniques do you employ to get beyond these obstacles?

What effects does distance learning have on teachers, parents, and students' psycho-emotional states?

How can the process of remote learning be made more efficient?

What part do you think you play in the process of distant learning?

What tools are available to you to facilitate remote learning?

What difficulties and obstacles did you encounter when pursuing remote learning?

What adjustments or enhancements can help make remote learning more successful?

The interviews' findings indicated that parents voiced worries about the added workload that came with being involved in their kids' education. Instructors emphasized how challenging it is to modify lesson plans and instructional strategies for an online environment.

Psychologists saw that everyone involved in the educational process was under more stress. Parents expressed the need for more tools and assistance to enable their kids to learn remotely. Instructors stressed that in order to adjust to changing technologies and teaching approaches, they must pursue professional growth. Psychologists have determined that programs and tactics are required to preserve each student's psycho-emotional health while they are enrolled in school, as shown by the following (Table 1).

Table 1 - 1. Descriptive Statistics of findings during the interview

Issue Reported	Parents (%)	Teachers (%)	Psychologists (%)	Mean (%)	SD (%)
Increased workload/homeschooling load	80.0	0.0	0.0	26.67	46.19
Adapting teaching to online formats	0.0	86.7	0.0	28.90	49.96
Psycho-emotional strain & stress	40.0	66.7	90.0	65.57	25.14
Technical barriers (internet/devices)	50.0	60.0	40.0	50.00	10.00
Need for clearer guidelines/support	60.0	53.3	50.0	54.43	5.09

Note: Compiled by the authors

According to descriptive statistics, the most common concerns were from parents about increased workload and homework (80%), which was not seen in teachers or psychologists, suggesting that this is a particular concern for parents. Teachers overwhelmingly identified adapting teaching to online formats as a significant issue (86.7%), while neither parents nor

psychologists saw it as a direct challenge to their role. Psychological stress and anxiety were identified as significant problems across all groups. Still, they were most common in psychologists (90%), followed by teachers (66.7%) and parents (40%), suggesting that mental health problems are widely shared but perceived differently depending on the background. Technical barriers, such as Internet access and accessibility, were reported at similar rates across groups - 50 percent of parents, 60 percent of teachers, and 40 percent of psychologists - indicating a relatively homogeneous problem regarding access. The need for more explicit guidance and support was consistently acknowledged by all groups, with parents (60), teachers (53.3), and psychologists (50.3) reporting on a similar level, making it the most evenly distributed concern across the various stakeholders.

The results of the interview about each subject's function in the process of distant learning show that the following data have been distorted (Table 2).

Table 2 – The role of each subject in the process of distance learning

№	Subject	The role
1	Parents	Accountable for maintaining a favorable learning setting, providing children with the tools and resources they need, encouraging and assisting them as they learn, and keeping an eye on their emotional condition.
2	Teachers	Adapt instructional materials for successful remote learning, and use interactive teaching strategies to keep students interested.
3	Psychologists	To maintain mental health, give kids, parents, and instructors psycho-emotional assistance by conducting consultations and providing individualized stress management techniques.
Note: Compiled by the authors		

In the context of distance learning, parents are especially vital in helping their children with emotional and organizational assistance. Kids' drive and flexibility degree is directly correlated with their participation. Teachers might struggle to modify their lesson plans and instructional strategies. The success of remote learning depends on their capacity to innovate and engage students virtually. Psychologists act as a link to help each student's psycho-emotional health during the learning process. Their contributions to developing techniques for managing stress and anxiety are priceless. Optimizing distant learning requires clearly defining the roles and responsibilities of each set of participants in the educational process.

Based on empirical data and interviews, a multi-disciplinary approach is recommended to improve the quality and effectiveness of distance learning, with teachers developing innovative strategies for online learning and parents taking a more active role in the learning process. To assure kids' psycho-emotional well-being, psychologists must offer assistance and resources, teachers must devise new strategies for online instruction, and parents must be more involved in the educational process. The three groups' cooperation and teamwork will enable the delivery of high-quality education in a dynamic learning environment while assisting in overcoming the difficulties and problems associated with distant learning. A multidisciplinary approach is suggested based on data analysis and interview insights to raise the caliber and efficacy of distant learning. This approach covers several topics.

Different learning styles can be accommodated best using hybrid learning, which blends aspects of offline and online learning techniques. It enables students to take advantage of in-person instruction's contact and flexibility. This approach promotes student participation, guarantees flexibility in the classroom, and assists in meeting the needs of each student. However, more resources are needed to put this into practice, such as technology tools and teacher preparation. Maintaining a constant learning process requires investing in modern technology infrastructure and offering dependable technical support. Technological hurdles can

be eliminated with the help of better internet connection, device-adaptable software, and technical support. But this calls for a significant financial commitment and careful planning. Creating mental health programs and scheduling frequent psychologist appointments can assist in overcoming the difficulties associated with remote learning.

Individual stress management techniques, group support meetings, and resources for parents, teachers, and other caregivers can lessen psycho-emotional stress; however, these measures also call for greater funding and expertise. Upgrading teaching quality requires upgrading teacher qualifications in distance learning technology and practices. Enhancing teaching efficacy can be achieved through access to resources for online instruction and ongoing training and development.

The successful implementation of interdisciplinary strategies necessitates an integrated approach, in which each strategy is meticulously prepared and executed, considering the unique educational institution and community environment. Long-term technical improvement can significantly increase the caliber and accessibility of remote learning, even though it can necessitate initial expenses.

Conversely, hybrid learning methods provide flexibility and customization by customizing instruction to each student's needs. At the heart of these initiatives are instructors' psycho-emotional support and professional development, since they are the main agents of successful teaching, and students require assistance in managing the demands of distant learning. Therefore, the quality and efficiency of distant learning in various circumstances can be significantly enhanced by a thorough and multidisciplinary approach that considers technological, pedagogical, and psychosocial factors.

The difficulties faced by parents, teachers, and students were highlighted by investigating the primary issues and challenges of distance learning. This emphasizes the necessity of comprehensive solutions to every problem discovered, emphasizing technology assistance, educational content adaptation, and psycho-emotional health. Establishing roles and duties highlights how crucial it is for psychologists, educators, and parents to work together. Every group has a distinct function, and how they interact can significantly impact how well distant learning goes. Positive outcomes have been observed with the suggested solutions, which center around technology optimization, psycho-emotional support, professional development for instructors, and hybrid learning. However, only constant application and improvement will allow them to reach their full potential and overcome restrictions.

More specifically, techniques can be made far more effective by being tailored and adjusted to the needs of students and various educational environments. Effectively overcoming the obstacles of remote learning necessitates a thorough and adaptable strategy. Multifaceted, flexible, and sensitive to the unique requirements of instructors, parents, and students, interventions must be implemented. Prioritizing the establishment of efficient communication channels amongst all participants in the educational process is essential. Organized feedback systems, ongoing revision and modification of instructional materials and techniques, and available psycho-emotional support resources can greatly aid distance learning.

New technology and instructional techniques must be introduced with research and effectiveness evaluations to ensure their relevance, sustainability, and maximum impact. In summary, effectively addressing or reducing the difficulties associated with remote learning is a dynamic process that calls for cooperation, ongoing education, and flexibility from all stakeholders in the educational system.

### **Conclusion**

The educational landscape has changed dramatically in recent years due to the quick shift to distance learning, which has presented teachers, psychologists, parents, and students with both previously unheard-of opportunities and formidable challenges. This study's synthesis of theoretical viewpoints and empirical data shows that a complex interaction of pedagogical,

technological, and psycho-emotional factors determines how effective remote learning is. Expert evaluations showed a duality, according to the literature review. O. G. Rubtsova highlighted structural flaws like the lack of a comprehensive legal and regulatory framework, the prioritization of business interests over educational goals, and the absence of a consensus on what distance education is. Conversely, Y. N. Lapyhin emphasized how remote learning benefits accessibility, lifelong learning, and cost effectiveness, especially for students with disabilities or those living in rural areas. A. A. Chiginsteva. These opinions were supported further by the quantitative examination of reported issues. The most noticeable issue across all groups, according to the descriptive statistics, was psycho-emotional strain (Mean = 65–57 percent), with psychologists reporting the highest rate (90 percent). The need for more precise guidelines (Mean = 54.43 percent) and technical obstacles (Mean = 50.00 percent) were shared concerns among all parties involved. Most teachers (86 percent) cited converting content to online formats as their biggest challenge, while parents (80%) reported a significant increase in workload. These findings highlight the need for tailored, role-specific interventions.

To overcome these obstacles, the study suggests a multidisciplinary approach that includes four main methods: Hybrid learning models that accommodate different learning styles by fusing the flexibility of online learning with the interpersonal interaction of in-person instruction. Technological infrastructure can be improved by investing in dependable internet access, adaptive software, and continuous technical support to remove barriers to access. Resources for stress management, mental health programs, and organized lines of communication between psychologists, parents, and teachers are examples of psycho-emotional support systems. Access to top-notch online teaching resources, ongoing skill development, and digital pedagogy were the main focuses of teacher professional development. According to student engagement and learning outcomes, the analysis shows that when used in concert, these tactics can potentially enhance the quality of remote learning. However, these solutions must remain flexible and open to ongoing assessment due to the ever-changing educational needs and technological advancements. The study concludes by confirming that the mutual accountability of the entire academic community is essential to the success of distance learning. To create a robust, high-quality, and inclusive distance learning model that can overcome current limitations and prepare for future ones, it is imperative to maintain collaboration, be adaptable, and integrate technological and human-centered approaches. Still, these tactics must be updated and improved regularly. The suggested solutions must be continually reviewed and adjusted for new requirements and situations. In summary, this study emphasizes that the entire educational community is responsible for ensuring effective distant learning. Interaction, adaptability, and innovation become the fundamental building blocks to build a long-lasting and successful distant learning model that can overcome present and upcoming obstacles.

## REFERENCES

- 1 Татаринов К. А. Проблемы и возможности дистанционного обучения студентов // Балтийский гуманитарный журнал. – 2019. – Т. 8. – №. 1 (26). – С. 285-288.
- 2 Ахметжанова Г. В. Особенности деятельности педагога в условиях дистанционного обучения // Азимут научных исследований: педагогика и психология. – 2019. – Т. 8. – №. 3 (28). – С. 28-31.
- 3 Воскресенко О. А. Использование дистанционного обучения в высшей школе: преимущества и недостатки // Современные наукоемкие технологии. – 2020. – №. 9. – С. 111-115.
- 4 Джумагулов Э. К. Пути решения проблем дистанционного обучения // Alatau Academic Studies. – 2020. – №. 4. – С. 54-59.
- 5 Рогачёва П. С. Проблемы дистанционного образования в период пандемии // Вестник Майкопского государственного технологического университета. – 2020. – №. 4. – С. 85-93.
- 6 Чигинцева А. А. Актуальные проблемы дистанционного обучения // Скиф. Вопросы студенческой науки. – 2018. – №. 3 (19). – С. 10-13.

- 7 Фадеев Е. В. Организационные и психологические проблемы дистанционного обучения // Мир науки, культуры, образования. – 2017. – №. 3 (64). – С. 308-310.
- 8 Пичугин С. С. Организация дистанционного обучения младших школьников: первый опыт и целевые пути решения дидактических проблем // Образование и педагогика: перспективы развития. – 2020. – С. 185-188.
- 9 Рубцова О. Г. Проблемы дистанционного обучения в вузе // Символ науки. – 2020. – №. 6. – С. 124-126.
- 10 Лапыгин Ю. Н. Проблемы дистанционного обучения в вузе // Ученые записки. – 2020. – №. 3. – С. 34-39.
- 11 Sato S. N. Navigating the new normal: Adapting online and distance learning in the post-pandemic era // Education Sciences. – 2023. – Т. 14. – №. 1. – С. 19.
- 12 Zhang J. COVID-19's impacts on the scope, effectiveness, and interaction characteristics of online learning: A social network analysis // Plos one. – 2022. – Т. 17. – №. 8. – С. e0273016.

## **ҚАШЫҚТЫҚТАН ОҚЫТУ МӘСЕЛЕЛЕРІН ШЕШУ: АТА-АНАЛАРДЫҢ, МҰҒАЛІМДЕРДІҢ ЖӘНЕ ПСИХОЛОГТАРДЫҢ ӨЗАРА ӘРЕКЕТІ**

### **Андатпа**

Мақала ата-аналардың, мұғалімдердің және психологтардың өзара әрекеттесуін терең зерттеу арқылы қашықтықтан оқытуға қатысты мәселелерді талдауға және шешуге арналған. Сапалық және сандық мәліметтерге сүйене отырып, авторлар қашықтықтан оқытудың негізгі қиындықтарын, соның ішінде технологиялық шектеулерді, оқу материалдарын бейімдеуді және оқушылардың психоэмоционалды әлауқатын қарастырады. Көпсалалы тәсіл арқылы мақала қашықтықтан білім беру үдерісін оңтайландыру үшін гибриді оқытуды, технологиялық оңтайландыруды, психоэмоционалды қолдауды және мұғалімдердің кәсіби дамуын біріктіретін инновациялық стратегияларды ұсынады. Қашықтықтан оқытудың негізгі проблемалары технологиялық шектеулерге, оқу материалының бейімделуіне, психоэмоционалды күйзеліске және ата-аналар, мұғалімдер мен оқушылар арасындағы өзара әрекеттесуді күшейту қажеттілігіне байланысты екені анықталды. Осы мақалада келтірілген пәнаралық стратегиялар гибриді оқытудың, технологиялық оңтайландырудың, психоэмоционалды қолдаудың және мұғалімдердің кәсіби дамуының маңыздылығын көрсетеді. Оқыту тиімділігі мен мүдделі тараптардың пікірлерін талдау нәтижелері енгізілген стратегиялардың қашықтықтан оқытудың сапасы мен тиімділігін жақсартуға әсерін растайды. Оқушылардың, ата-аналардың және мұғалімдердің нақты қажеттіліктері мен жағдайларына негізделген жекелендірілген тәсілдерді әзірлеу сәтті қашықтықтан оқытудың орталық бөлігіне айналады. Авторлар өзара әрекеттесуге, бейімделуге және инновацияға назар аудару қашықтықтан білім берудің тұрақты және өзгермелі жағдайына тез бейімделу жүйесін құруға ықпал ететінін атап көрсетеді. Қорытындылай келе, авторлар өзгермелі білім беру және әлеуметтік контексттерде олардың өзектілігі мен тұрақтылығын қамтамасыз ету үшін қашықтықтан оқыту стратегияларын үздіксіз бейімдеу және оңтайландыру қажеттілігін атап көрсетеді.

**Негізгі сөздер:** қашықтықтан оқыту, көпсалалы тәсіл, психоэмоционалды әлауқат, технологиялық оңтайландыру, гибриді оқыту, адаптивті білім беру стратегиялары.

## **РЕШЕНИЕ ПРОБЛЕМ ДИСТАНЦИОННОГО ОБУЧЕНИЯ: ВЗАИМОДЕЙСТВИЕ РОДИТЕЛЕЙ, УЧИТЕЛЕЙ И ПСИХОЛОГОВ**

### **Аннотация**

Статья посвящена анализу и преодолению проблем, связанных с дистанционным обучением, посредством углубленного изучения взаимодействия родителей, педагогов и психологов. Основываясь на качественных и количественных данных, авторы рассматривают основные проблемы дистанционного обучения, включая технологические ограничения, адаптацию учебных материалов и психоэмоциональное благополучие учащихся. Используя междисциплинарный подход, в статье предлагаются инновационные стратегии, сочетающие гибридное обучение, оптимизацию технологий, психоэмоциональную поддержку и повышение квалификации преподавателей для оптимизации процесса дистанционного образования. Результаты анализа данных об эффективности обучения и отзывы заинтересованных сторон подтверждают влияние реализованных стратегий на повышение качества и результативности дистанционного обучения. Разработка индивидуальных подходов, основанных на конкретных потребностях и условиях обучения учащихся, родителей и учителей, становится центральным элементом успешного дистанционного обучения. Авторы подчеркивают, что акцент на взаимодействии, адаптивности и инновациях способствует созданию устойчивой и быстро реагирующей системы дистанционного образования. В заключение авторы подчеркивают необходимость постоянной адаптации и оптимизации стратегий дистанционного обучения для обеспечения их актуальности и устойчивости в меняющихся образовательных и социальных контекстах.

**Ключевые слова:** дистанционное обучение, мультидисциплинарный подход, психоэмоциональное благополучие, технологическая оптимизация, гибридное обучение, адаптивные образовательные стратегии.

## REFERENCES

- 1 Tatarinov K.A. Problemy i vozmozhnosti distantsionnogo obucheniya studentov [*Problems and opportunities of distance learning of students*]. Baltiyskiy gumanitarnyy zhurnal. T. 8. №1 (26). 2019. P. 285-288. [in Russian]
- 2 Akhmetzhanova G.V. Osobennosti deyatelnosti pedagoga v usloviyakh distantsionnogo obucheniya [*Features of the teacher's activity in the conditions of distance learning*]. Azimut nauchnykh issledovaniy: pedagogika i psikhologiya. T. 8. №3 (28). 2019. P. 28-31. [in Russian]
- 3 Voskresasenko O. A. Ispol'zovanie distantsionnogo obucheniya v vysshey shkole: preimushchestva i nedostatki [*Using distance learning in higher education: advantages and disadvantages, Modern high-tech technologies*]. Sovremennye naukoemkie tekhnologii. №9. 2020. P.111-115. [in Russian]
- 4 Dzhumagulov E. K. Puti resheniya problem distantsionnogo obucheniya [*Ways to solve distance learning problems*]. Alatau Academic Studies. №4. 2020. P. 54-59. [in Russian]
- 5 Rogacheva P. S. Problemy distantsionnogo obrazovaniya v period pandemii [*Problems of distance education during the pandemic, Bulletin of the Maikop State Technological University*]. Vestnik Maykopskogo gosudarstvennogo tekhnologicheskogo universiteta. №4. 2020. P. 85-93. [in Russian]
- 6 Chigintseva A. A. Aktual'nye problemy distantsionnogo obucheniya [*Actual problems of distance learning*]. Skif. Voprosy studencheskoy nauki. №3 (19). 2018. P. 10-13. [in Russian]
- 7 Fadeev E. V. Organizatsionnye i psikhologicheskie problemy distantsionnogo obucheniya [*Organizational and psychological problems of distance learning*]. Mir nauki, kul'tury, obrazovaniya. №3 (64). 2017. P. 308-310. [in Russian]
- 8 Pichugin S. S. Organizatsiya distantsionnogo obucheniya mladshikh shkol'nikov: pervyy opyt i targetnye puti resheniya didakticheskikh problem [*Organization of distance learning for younger schoolchildren: first experience and targeted ways to solve didactic issues*]. Obrazovanie i pedagogika: perspektivy razvitiya. 2020. P. 185-188. [in Russian]
- 9 Rubtsova O. G. Problemy distantsionnogo obucheniya v vuze [*Problems of distance learning at the university, Symbol of Science*]. Simvol nauki. №6. 2020. P. 124-126. [in Russian]
- 10 Lapygin Yu. N. Problemy distantsionnogo obucheniya v vuze [*Problems of distance learning at the university*]. Uchenye zapiski. № 3. 2020. P. 34-39. [in Russian]
- 11 Sato S. N. Navigating the new normal: Adapting online and distance learning in the post-pandemic era. Education Sciences. 2023. T. 14. № 1. P. 19. [in English]
- 12 Zhang J. COVID-19's impacts on the scope, effectiveness, and interaction characteristics of online learning: A social network analysis. Plos one. 2022. T. 17. № 8. P. e0273016. [in English]

### Information about authors:

Diana Primkulova - **corresponding author**, doctoral student, K.Zhubanov Aktobe Regional University, Aktobe, Republic of Kazakhstan

E-mail: [diana@zkgmu.kz](mailto:diana@zkgmu.kz)

ORCID: <https://orcid.org/0000-0002-9434-0238>

Zhanna Zhusupova - candidate of Pedagogical Sciences, Professor, K.Zhubanov Aktobe Regional University, Aktobe, Republic of Kazakhstan

E-mail: [zhanna.zhusupova@inbox.ru](mailto:zhanna.zhusupova@inbox.ru)

ORCID: <https://orcid.org/0000-0002-9475-5900>

Gulzhan Yerzhanova - candidate of philological Sciences, K.Zhubanov Aktobe Regional University, Aktobe, Republic of Kazakhstan

E-mail: [gulzhanyerzhan@inbox.ru](mailto:gulzhanyerzhan@inbox.ru)

ORCID: <https://orcid.org/0000-0002-7115-9487>

### Информация об авторах:

Диана Примкулова – **основной автор**, докторант, Актюбинский региональный университет им. К.Жубанова, г.Актобе, Республика Казахстан

E-mail: [diana@zkgmu.kz](mailto:diana@zkgmu.kz)

ORCID: <https://orcid.org/0000-0002-9434-0238>

Жанна Жусупова – кандидат педагогических наук, профессор, Актюбинский региональный университет им. К. Жубанова, г. Актобе, Республика Казахстан

E-mail: [zhanna.zhusupova@inbox.ru](mailto:zhanna.zhusupova@inbox.ru)

ORCID: <https://orcid.org/0000-0002-9475-5900>

Гульжан Ержанова – кандидат филологических наук, Актюбинский региональный университет им. К.Жубанова, г. Актөбе, Республика Казахстан

E-mail: [gulzhanyerzhan@inbox.ru](mailto:gulzhanyerzhan@inbox.ru)

ORCID: <https://orcid.org/0000-0002-7115-9487>

**Авторлар туралы ақпарат:**

Диана Примкулова – **негізгі автор**, докторант, Қ.Жұбанов атындағы Ақтөбе өңірлік университеті, Ақтөбе қ., Қазақстан Республикасы

E-mail: [diana@zkgmu.kz](mailto:diana@zkgmu.kz)

ORCID: <https://orcid.org/0000-0002-9434-0238>

Жанна Жусупова – педагогика ғылымдарының кандидаты, профессор, Қ.Жұбанов атындағы Ақтөбе өңірлік университеті, Ақтөбе қ., Қазақстан Республикасы

E-mail: [zhanna.zhusupova@inbox.ru](mailto:zhanna.zhusupova@inbox.ru)

ORCID: <https://orcid.org/0000-0002-9475-5900>

Гульжан Ержанова – филология ғылымдарының кандидаты, Қ.Жұбанов атындағы Ақтөбе өңірлік университеті, Ақтөбе қ., Қазақстан Республикасы

E-mail: [gulzhanyerzhan@inbox.ru](mailto:gulzhanyerzhan@inbox.ru)

ORCID: <https://orcid.org/0000-0002-7115-9487>