

A comparative analysis of coping strategies used by children receiving dialysis and healthy adolescents revealed a number of differences. The researched category of adolescent schoolchildren, use methods of confrontational coping; ie, these children are not characterized by persistence in achieving goals, assertiveness, tendency to rivalry and aggressive actions. Largely, these adolescents tend to "distancing" (unwillingness to see the negative aspects of the situation, ignoring them). A higher than normal score on "self-control" in the children undergoing dialysis indicates an unwillingness to openly express their feelings, secrecy, combined with thoughtful and not too hasty decision-making. Also among the children in the hospital, there is an ineffective way of coping with difficult situations - "flight-avoidance": these adolescent children are not inclined to passive "care" from difficulties. The reduced indicator of the "positive reevaluation" strategy indicates a lack of ability to find positive moments in a difficult situation, to see in it an opportunity for self-improvement.

**Conclusion.** Thus, exploring the coping strategies of adolescent children who are in different conditions of life, it should be noted that children who are in more difficult life situations (dialysis in our case) are prone to more thoughtful actions, to "self-control", which showed not only psych diagnostic research, but also proves their behavior: such children in life become "older" from their attendant difficulties. Teenager's schoolchildren, who are characterized by confrontational coping behavior, show a desire for their goals, using aggressive methods of behavior.

Based on psych diagnostic research and in general work with this category of children, it should be noted that all the coping strategies of children that are manifested are the result of their living conditions, their activities, their immediate environment, and the attention of parents, psychologists and educational specialists.

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## ON CREATING A REMOTE COURSE ON DIFFERENTIAL GEOMETRY

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For more effective implementation of educational programs of higher education, active, motivated and interested participation of the students themselves in the process of mastering the program , increasing

their responsibility for the quality of the achieved learning outcomes is necessary. It seems relevant to find ways to stimulate students to work independently to achieve the stated results of education, innovative teaching methods that stimulate learning, carried out in collaboration between teachers and students. For this purpose, it is advisable to use the possibilities of information support for students during the period of their mastering educational programs. Developed solutions to the tasks are possible only in the conditions of informatization of educational activities and the involvement of distance learning. The purpose of this research is to present the experience of remote support of students in the process of mastering differential geometry by them [1].

**Material and methods.** The pedagogical experiment has been carried out since 2017 at the Faculty of Physics and Mathematics of Pskov State University. The experiment involves third-year students studying differential geometry.

**Findings and their discussion.** To implement remote support in Pskov State University, distance learning portals are used <http://dosu.pskgu.ru/> and <http://do.pskgu.ru/>, working on the platform «Moodle». This distance learning system is freely distributed, quite versatile, able to work in any operating system, has a convenient interface. The system can create and store electronic learning materials and set the sequence of their study. Due to the fact that access to Moodle via the Internet or other networks, students are not tied to a specific place and time, can move through the material at their own pace. The course of differential geometry traditionally belongs to the most complex sections of geometry studied at a university. Thus, the task of creating remote support for this discipline arose. When developing a remote accompaniment, the chosen platform allows using various elements of the course: lecture, seminar, survey, forum, test and others. Let us dwell in more detail on the course element "Test", which allows the teacher to create test questions open and closed types, compliance and others. You can create a test with several attempts, with mixed questions or random questions that are selected from a question bank, you can set a time limit. Ratings are recorded in a rating log. If several attempts to pass the test are allowed, the following methods can be used to calculate the final grade: best estimate of all attempts, average rating of all attempts, first attempt (all other attempts are not counted), last attempt (all other attempts are not counted). Low grades of students in differential geometry are also due to the fact that, when studying it, it is necessary to have a confident mastery of the basics of mathematical analysis and analytical geometry, which are studied in the first course and are already forgotten by the third course. In order to motivate students to repeat the above sections, it was decided to carry out an assessment of basic knowledge and skills in analytical geometry and mathematical analysis. The entrance test consisted of 18 tasks on the basics of mathematical analysis and analytical geometry, all tasks were with the choice of

answer a (closed type). In order to better prepare for expert assessment, on a distance course you could pass a self-assessment before testing, by running the demo test and receiving a comment for each task, it could be done remotely, which allowed students to manage their time. The teacher was able to see how actively the students are preparing for testing. Definitely it seems useful to establish interactive communication between the training and camping and teacher studying with each other, without being a direct meeting and an independent repetition of a specific body of knowledge and skills in the chosen course within the established forum. Input testing was carried out in computer classes, the assignment of tasks was generated in an arbitrary manner, which allows a greater degree to avoid cheating. In addition, in the case of the second attempt at passing the test, the answers were randomly mixed. The students worked in the "Pending review" mode, the answers they could be seen only after how they will see the results of the whole test. In the case of tests in the learning mode, it is advisable to apply the regime "Interactive with several attempts E", where students, answering every question immediately get feedback and, if they are from the first answer is incorrect, then immediately acquire the right to a second attempt, in this case, if at the same time carried out the assessment, the assessment may be reduced. Upon completion of the entrance test, the teacher could immediately see the log of results, detailed results for each student, reports on the results of the whole group, with the help of which the questions most forgotten by students and which should be repeated were immediately revealed at the first practical lesson. To perform this work effectively without remote support is not possible. Differential geometry in a higher education institution is represented by three sections: lines in Euclidean space, surfaces in Euclidean space, and internal geometry. For each of these sections, tests have been developed that are also located in the distance course. Moreover, based on the specific situation in the academic group, the system allows you to organize testing completely (within a whole pair) or to conduct rapid testing on the most key concepts.

**Conclusion.** Thus, the didactic features of the distance accompaniment course stimulate students' intellectual activity by defining learning objectives and applying the material, enhancing learning motivation, which is achieved by clearly defining values and internal reasons that encourage learning, developing skills and learning and self-learning, assessments and self-assessments. . We believe that it is advisable to combine distance learning with contact training, this allows you to more effectively build the development of educational programs.

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