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## **EFFECTIVENESS THEORETICAL BACKGROUND MANAGEMENT STUDENTS COGNITIVE ACTIVITY IN DISTANCE LEARNING**

Learning process is closely linked with the need to clearly define instructional objectives for the various stages learning in distance education.

The results identify some didactic aims stages of cognitive activity. Understanding these goals has made it possible to formulate a number of requirements for maintenance of educational process and identify appropriate connections between them. Didactic purposes are divided into several types:

- acquisition of knowledge, development of students' skills;
- consolidate students' acquired knowledge and skills formed;
- students use the acquired knowledge and skills;
- check the students acquired knowledge and skills.

The objectives of the first group can be achieved by using the so-called stating problems in the course of trainees aware of the nature of different objects and phenomena, connections and relationships between them, features specific to the class of objects or phenomena, methods problem solving, formulation of observations, experiments, etc.

The objectives of the second group are implemented using reproducing task, whose purpose is to exercise students in understanding the meaning of concepts and the ability to observe, experiment, solve the problem. Application of the students acquired knowledge, skills and abilities formed organized using tasks requiring independent of their use in new learning environments. This can be observation, experiment, the solution of qualitative and quantitative objectives, a description of the object observed phenomena, patterns and more.

The objectives of the fourth group achieved through tasks require the tests, in result of which can be seen on the level and quality of their acquired knowledge, existing skills.

Note that the overall implementation of the control algorithm should help realize didactic purposes. Algorithm management should include:

- help to perceive and process training information;
  - facilitate the synthesis and the formation of scientific concepts, notions, patterns etc.
  - organizing processes of consolidation and improvement of acquired knowledge and skills;
  - create situations requiring the application of acquired knowledge and skills;
  - to ensure quality control and analysis of learning achievements;
  - create an incentive to complete studies on their sense of purpose and content of the proposed cognitive tasks.
- Features of distance education require separate mention functional role in the educational learning of technical means. In this regard, the hardware must ensure display of essential features of the objects and phenomena and give students the material for analysis, synthesis, abstraction and generalization. In general, the hardware should provide students work on the content of educational material, combining the functions of training and education, enhance the possibility of self-control and the progress and results of the learning process, assist in the implementation of differentiated ideas and problem-based learning.