INCREASING THE EFFECTIVENESS
OF THE EDUCATIONAL PROCESS BY STUDYING
TEACHER- STUDENT RELATIONSHIPS
IN ONLINE LEARNING CONDITIONS

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Introduction. For several years now, the whole world has been forced to convert to a remote lifestyle. The education sector has not been spared from this process. Online learning with its virtually unlimited choices of where and when to take classes, Online learning with its virtually unlimited possibilities to choose the place and time of classes, the pace of mastering the educational material, with relative cost-effectiveness is gaining more and more followers. Sometimes it becomes almost the only way to gain new knowledge and improve your skills.

Humanity's experience of mastering certain knowledge and skills to acquire any specialty or profession involves significant psychological, time emotional, physical costs. However, due to various reasons, not every student is ready to adapt to such workloads. The last 4 years have been associated with the Convid-19 pandemic and the outbreak of a full-scale war in Ukraine. Teaching is blended or online. Due to the time and long term needs of learners and trainees, the need to analyze the online learning process using modern technologies remains relevant.

Results. Based on an anonymous questionnaire survey of teachers, also 4th and 5th year students conducted over the past 4 years, we identified the factors that influenced the nature of the online teacher-student relationship.

There are insufficient personal participation of each party during the learning process; lack of verbal presentation of the material by the

instructor at the expense of the proposed video demonstrations, lack of flexible response to students' questions in the manner of a live dialog on the one hand, short and one-syllable answers of

students, without excessive efforts to demonstrate their readiness for the lesson – on the other hand among them. An attempt, sometimes bilateral, to minimize communication time by announcing technical problems and bugs. A significant time difference should also be pointed out.

Conclusion. Along with this, it seems to us expedient to use artificial intelligence to analyze other, no less significant factors, such as: duration of the session as a whole, differentiating the duration of presence of each Zoom or Google Meet participant, frequency and duration of voice messages of each invitee to the aforementioned event. Analyzing the number of students who have used learning platforms (like Moodle), calculating the time spent on a given platform and the use of other media: e-textbooks, movies, etc. can be done by artificial intelligence also.

Routine tasks that could be solved by artificial intelligence for teachers and students with significant savings in time and other resources include calculating the optimal start time for representatives of different time zones and the format of Internet conferences depending on the quality of Internet connection for representatives of different countries, developing individual work schedules taking into account the employment of the parties, etc. And then, one day, when asked by a student of higher education: "Why do I have a "3" and not a "5"?", instead of a courteous phrase that today the student was unconvincing, will be followed by an intellectually processed answer, confirmed by indisputable facts.

Key words: Online learning, online teacher-student relationship, artificial intelligence.