

Some Problems of Cognitive Dissonance In E-Learning Process

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Introduction. The education industry has obviously been influenced by the Internet revolution. Teaching and learning methods have changed significantly since the coming of the Web and it is very likely they will keep evolving many years to come thanks to it.

Materials and methods. A good example of this changing reality is the spectacular development of e-Learning. In more particular way, the Web has offered to the teaching industry a set of tools and practices that are modifying the learning systems and knowledge transmission methods. Teachers and students can use these tools in a variety of ways aimed to the general purpose of promoting collaborative work.

Results and discussion. However, more and more cases occur when human interactions with a computer system lead to a state of mental discomfort that is today called cognitive dissonance. The authorship of theory of cognitive dissonance belongs to the psychologist Leon Festinger. It should be reminded that cognitive dissonance is a psychological discomfort caused by the contradiction between the existing and constant imagination and fresh received information, facts, phenomena, etc. Such situations occurred in history more than once, but today they become our cognitive-linguistic scourge. Exploring such phenomena, Festinger concluded that people tend to the internal balance between received information and their own ideas and motives. This is exactly the contradiction that arises when this balance is violated; he called it - cognitive dissonance. Like most terms of psychological science, the concept of cognitive dissonance sounds mysteriously, but hides a rather simple phenomenon. The term is formed by means of two words *cognitio* (to know, to find out) and *dissonantia* (inconsistency, contradiction), which can mean "feel inadequate", "feel uncomfortable".

Theoretically cognitive discomfort causes a desire to either alter your perceptions and knowledge according to reality (i.e. stimulate the cognition process), or retest the source of information for its reality. Unfortunately, it rarely happens any discomfort and the process fades, without getting even to the stage of discomfort — completely conflicting facts and ideas about them can perfectly coexist in the minds of 95% of modern students and they "feel well". The person often does not care at all: either he drowned in mad information stream, or because he has not enough knowledge to clarify the situation. The particular problem arises in the case of e-Learning process, when there are no additional explanations, and computer does not show any emotions. Then, trying to overcome the cognitive dissonance, a person is not often busy seeking the truth, but he formally tries to lead knowledge and motives to the common denominator. Therefore, many people cope with their internal contradictions, using the first more or less suitable excuse. This is typical in cases of automated translation of multivalued English words in applied articles.

Conclusion. Finally, we emphasise that in developing tools for e-Learning, cognitive linguistics should also have the leading role that we constantly underline [1, 2]. We are sure that this message will certainly be of some help for students, teachers and researchers.

References:

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