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ON-LINE LEARNING IN UNIVERSITIES OF UKRAINE: STUDENT MOTIVATION

ОН-ЛАЙН НАВЧАННЯ В УНІВЕРСИТЕТАХ УКРАЇНИ: МОТИВАЦІЯ СТУДЕНТІВ

As practice and scientific researches show, maintaining and developing motivation in the online format during education in the conditions of a pandemic and martial law in Ukraine is a rather difficult task. In the conditions of distance learning and the psychological crisis associated with it, the teacher must take into account the needs of the student and find special approaches to the organization of the educational process. In these situations, it is necessary to find special methods of stimulating and motivating students to study, to the educational process – to join online meetings on time, to work in conditions where there is no live contact with the teacher, to use time management and all its components for student self-organization, choosing an individual approach to each student, stimulating learning using the most common motivational models. The task of the teacher in this situation is to stimulate the student's positive attitude to learning, with the development of positive emotions in them, to apply new types of activities, to make learning a creative process.

The purpose of this article is to determine ways to increase students' motivation for online learning in the special conditions of modern Ukraine. The article analyzes the scientific and methodical literature, compares and summarizes the approaches to motivating students in the form of online learning, which are available in the modern methodical literature.

As a result of the study, the ways of their application in the educational process of the universities of Ukraine in the conditions of the pandemic and martial law were determined. It has been established that a decisive prerequisite for ensuring successful online learning is the conscious consideration of the motivational factor and its management throughout the entire learning process. The factors of effective organization of online classes were considered and analyzed: preservation of interactivity and activity of the educational process; availability of an individual approach; organization of a flexible training system; organization of effective feedback; selection and preparation of educational material; the use of visual aids and technical tools on various educational platforms.

The functions and tasks of the teacher in the conditions of online learning, his/her role in forming a sense of group unity in order to activate the activities of students during distance learning are determined. The results of the study can be considered as recommendations for teachers to increase the motivation of students who work in the online format.

Key words: *online learning, motivation, social-communicative motives, interactivity, individual approach, flexibility of the educational process, feedback, structure and design of educational materials, visibility and visualization, eye contact.*

Як свідчать наукові дослідження та практика, проблема розвитку та підтримки мотивації здобувачів вищої освіти під час дистанційної форми навчання, які доводиться активно використовувати в університетах України у зв'язку з такими подіями останнього часу, як пандемія та воєнний стан у країні, виявляється досить не простим завданням. Ситуація он-лайн навчання тісно пов'язана з певними психологічними проблемами, з особливими і специфічними потребами здобувачів вищої освіти, які викладач повинен врахувати, застосувати особливі підходи до організації навчального процесу. У даних умовах викладачеві важливо використовувати спеціальні методи стимулювання їх мотивації до навчання, активно залучати до онлайн-зустрічей, ефективно працювати в умовах нестачі живого контакту з одногрупниками та викладачем, стимулювати самоорганізацію студентів, їх уміння використовувати тайм-менеджмент, застосовувати індивідуальний підхід, розуміння найпоширеніших мотиваційних моделей. Отже, головною метою викладача в умовах он-лайн навчання можна вважати формування позитивного ставлення кожного здобувача до навчання, розвиток у них позитивних емоцій і вражень під час навчального процесу в даній ситуації, створення нових видів діяльності, перетворення навчання у такій складній ситуації на цікавий і творчий процес.

Метою даної статті є аналіз шляхів підвищення мотивації здобувачів вищої освіти в умовах он-лайн навчання в університетах України. У статті здійснено огляд науково-методичної літератури, аналіз та узагальнення підходів до вирішення проблеми мотивування студентів університетів під час дистанційного та он-лайн навчання, які були визначені сучасними дослідниками і висвітлені у різноманітних наукових і методичних працях.

В результаті дослідження були проаналізовані та узагальнені шляхи їх застосування в освітньому процесі університетів України. Встановлено, що важливішою передумовою здійснення успішного та ефективного дистанцій-

ного навчання є врахування викладачем мотиваційного фактору, свідомий розвиток і керування ним впродовж усього навчального процесу. Необхідними є збереження інтерактивності і активності навчального процесу; застосування індивідуального підходу; організація гнучкої системи навчання; організація ефективного зворотного зв'язку; підбір та підготовка навчального матеріалу; використання наочних засобів та технічних інструментів на різноманітних навчальних платформах.

Увага приділяється з'ясуванню функцій та завдань викладача в умовах дистанційного навчання, необхідність формування почуття єдності групи, активного спілкування і самореалізації студентів, що призведе до активізації діяльності і зацікавленості під час он-лайн занять. Результати дослідження можна розглядати як рекомендації викладачам щодо підвищення мотивації студентів, які працюють в онлайн- форматі.

Ключові слова: дистанційне навчання, мотивація, соціально-комунікативні мотиви, інтерактивність, індивідуальний підхід, гнучкість навчального процесу, зворотній зв'язок, структура і оформлення навчальних матеріалів, наочність та візуалізація, зоровий контакт.

Introduction. Changes taking place in the world have introduced distance education into our lives, which means the process of acquiring knowledge at a distance, remotely. You can be in any part of the country, the world, and get knowledge from your teacher, ask questions, conduct a dialogue, see the teacher and the audience. This is a relevant form of education, which has been actively practiced in colleges and universities for many years, and the number of those who do it remotely is constantly growing. Remote learning has become a part of the system of the educational process.

This form of education, of course, has its drawbacks. But it is indisputable that this is an excellent alternative to not interrupting the educational process, to acquire knowledge always and in any situation, which is especially relevant in the modern conditions of Ukraine, where there is currently a very difficult and non-standard situation in connection with the state of war in the country, which was formed as a result of the military aggression of the Russian Federation. In this regard, the problem of effective organization of online education and student motivation is particularly relevant for Ukraine.

It is distance education, and especially its form such as online learning, that makes it possible to maintain an active educational process, particularly in foreign languages, in our universities.

Distance education fulfills its function thanks to such possibilities as video lessons, providing students with printed and electronic educational materials, video and audio materials, features such as a free schedule, delayed deadlines for tasks, independent work of students according to their own schedule and time, the implementation are of great importance the principle of an individual approach, a flexible schedule of the educational process in accordance with the teacher's and student's schedule. The advantages of distance learning are accessibility, continuity of the educational process, and location independence. At the same time, an important characteristic of such training is the absence of group classes, the reduction to a minimum of personal contact between the teacher, student, and group. It is the form of online education that helps to solve these problems to some extent, as it is a form of synchronous education.

If distance education is mainly a form of independent correspondence education, where the teacher may not meet with students at all, but only accompany them in the chat, then online education largely imitates the methods of face-to-face education and is a form of embodiment of traditional face-to-face education, when all participants in the process are in educational communication, the relationship between the teacher and the students is being built, and there is teamwork among the students themselves. There is also simple human interaction, exchange of experiences, conversations, personal impressions, which significantly increases the satisfaction of learning. The advantages of online learning also include the ease of displaying texts, educational materials of various types, presentations and videos, conducting online testing. The disadvantage is that online learning requires a significant investment of energy, time, the ability to discipline and motivate from the teacher, since students at home have more distractions, less discipline and desire to learn.

Despite the fact that online learning is the embodiment of face-to-face learning and involves the presence of contact of the teacher with each student and the group as a whole, there is still a lack of live communication, live contact – both visual and emotional. A student spends a large part of his online time learning the material on his own. This requires concentration, persistence, and a desire to learn. Students do not always have enough motivation for independent learning, willpower and responsibility are not sufficiently developed, the pace of learning may be lost without the constant supervision of the teacher. Students must understand that they are obliged to take the initiative in their own hands and complete their studies independently, without the physical presence of peers and teachers. This raises the question of how to interest the student, how to reinforce the student's correct actions

Therefore, it is very important to use such effective forms of online education that allow establishing contact between the teacher, each student, and the group as a whole. The search for new

forms of student motivation in the online learning environment gave its results, which led to the emergence of several new theories and practical recommendations regarding this problem.

Research Outcomes. As practice shows, with online training, some traditional types of motivation do not work as effectively as in standard face-to-face training, and some, on the contrary, acquire special importance. Teachers must take this into account when organizing the educational process. Research proves that such motivational factors for a student's successful study remain unchanged, such as:

– interest in the future profession, its prestige and high salary;

– interest in the academic discipline;

– relevance and usefulness of the educational material, its connection with the future professional activity of the student;

– operational control of the results of students' educational activities and their objective assessment;

– personal traits and qualities of the student;

– students' satisfaction with the results of their educational activities;

– self-affirmation and self-development of students;

– availability of high-quality round-the-clock access to educational materials of the discipline through the distance learning system, etc. [1].

Among the reasons for low educational motivation are:

– Educational and psychological factors – insufficient level of basic training of students in certain disciplines; the students' lack of formed skills of organizing their own educational and cognitive activities for full-fledged independent processing of educational material; low level of formation of skills to independently make informed decisions and generate new ideas; lack of systematic direct communication between teacher and student; psycho-emotional overload of students, in a situation where many distance learning students work or study in other institutions of higher education – in Ukraine or abroad; teachers' conservatism and insufficient level of their professional competence to work with distance learning students.

– Disadvantages of an organizational and methodological nature: insufficient educational and methodological level of development of distance courses; failure of the teacher to provide timely assistance to the student taking into account his individual characteristics, etc. [1].

These are motivational factors that remain unchanged, universal, which must be taken into account during the implementation of any form of education, in particular, online education. But there are motivational factors that significantly decrease, lose their effect during online learning. Basically, these are social, communication, status-positional motives, which are very important for a student. Young people have a great need to express their own opinion, to hear the opinion of others, to receive recognition from others, to increase self-respect and self-esteem. It is important to feel emotional satisfaction from successful work, to receive approval, to experience a situation of success. If this is inherent in the traditional classroom form of education, then this is exactly what is lacking during distance education. This causes a feeling of confusion, loneliness, and reduces the feeling of interest and satisfaction in one's studies. The question arises how to overcome this atmosphere of remoteness, to create a sense of community, closeness and unity [1; 4; 8].

Thus, during online learning, the problem of students' educational motivation as a mandatory prerequisite for their active educational and cognitive activity should be solved comprehensively with the aim of overcoming both the general negative factors of low motivation and the restoration and improvement of weakened factors of social-communicative, status- positional nature. The analysis of modern methodical literature allows us to determine the ways of realizing this goal, which have been proposed by various researchers and teachers in recent years. Let's consider them in more detail.

The main recommendation is the use of active and interactive learning methods, that is, active communication between students and the teacher should remain paramount, and the educational process should be constantly filled with active interaction of students. To achieve this goal, the following approaches are offered in the conditions of online education:

– Using active and interactive tasks at different stages of the lesson. The goal of interactive learning is to create comfortable learning conditions in which the student feels successful and intellectually perfect. But it is in online education that problems arise with their application. And here the technology of flipped learning (flipped learning) comes to the rescue, when the new material needed for studying is placed on the Moodle platform, which students get to know and study independently before the online class. And at the lesson itself, work is already underway on the practical application of the learned material. That is, during the lesson there is an opportunity to focus on more interesting, creative activities, the use of interactive tasks (dialogues, discussions, didactic, role-playing games, etc.) [3].

The inverted learning model makes classes more productive and attractive, transforms the

student from a traditional listener into an active participant in the learning process, helps to ensure a full-fledged learning process in the conditions of distance education. But in order for it to work effectively, there are several requirements: clear instructions for tasks and expected results from students; moderate workload, taking into account the capabilities of students; using Viber for online learning, since this application works thanks to the mobile connection that everyone has and functions even with a not very good signal; availability of tasks for each student.

– Provision of an individually differentiated approach to education. Implementation of individualization is carried out by giving students more freedom to choose a topic, task, selection of appropriate material taking into account the interests and needs of students, objective assessment of their work, application of creative types of work. It means the organization of a flexible learning structure, evaluation, adaptation of the program and the involvement of students in its adjustment according to the special needs of the class and students, which will significantly increase their responsibility. Multi-level tasks are also important, which gives the opportunity to do more and better. An objective assessment of a student's knowledge and skills, support in his studies, availability of communication with a teacher are of great importance in the educational process. It is these characteristics of tasks that are best suited for the organization of distance and mixed learning and support educational motivation [4; 8].

– Organization of clear feedback, constant dialogue between teacher and student – written or oral. There is evidence that an important reason for distance students' decreased motivation and increased anxiety is the fact that they did not receive prompt feedback from the tutor. The importance of feedback for remote students is determined in particular by the fact that they are limited in the possibility to additionally ask for explanations regarding the completion of tasks or comments from the teacher. Therefore, feedback is an integral and important part of education and performs such important functions as: providing the student with high-quality information about their academic performance; stimulation of motivation, positive mood and self-esteem; providing the teacher with information that can be useful for adjusting the teaching process. The task of the teaching staff is to encourage the student to communicate, to establish friendly relations, to once again convey information about the availability of help and support.

If in the classroom the teacher immediately receives feedback and can analyze during the lesson how well the student understood it, then it is more difficult to do this in remote mode. However, it is possible. One of these means is discussion, during which information, opinions, judgments are exchanged, the student can ask questions, and the teacher can answer them, evaluate their level of knowledge, and further adjust the educational process.

Feedback should be two-way, that is, both the teacher and students participate in it. It involves not only the assessment of the teacher's work results, but also the comments and recommendations of students to the work results of other students and the work performed by the teacher [5].

Practice shows that evaluation messages are often negative, contain only critical remarks, lack details, are inconsistent and arrive late. Therefore, students lack precisely detailed corrective feedback with explanations, instructions that can be used to improve further work. Therefore, the teacher's review should be constructive and timely, with the determination of the positive things done by the student. It also means the opportunity for the student to ask questions and get additional clarifications regarding the performance of a certain task, and the teacher's feedback on the work performed, the analysis of errors, and the indication of its positive aspects. Even if the work is done without mistakes, perfectly, it is also important to comment on it, give an analysis of strengths, which will help the student get emotional satisfaction from his work, increase motivation [5].

Feedback is not only a means of communication in a remote environment, but also one of the main means of learning. It can significantly increase the limited influence of the teacher on the student.

– Selection and design of educational materials. Studies prove that the success of using modern technologies in education depends on the quality of the material, which will contribute to increasing the productivity of the student of higher education. The use of visual applications, the introduction of game forms allow to improve the quality and increase the level of acquired knowledge. At the same time, the preparation of a high-quality electronic course is a voluminous and painstaking work aimed at adapting learning tools to the tasks of the discipline, requiring an understanding of the basics of visual design, text and audio design, preparation of tasks, tests, and games. But it allows you to better organize online training, as it helps to increase interest and the efficiency of learning this material.

The first requirement here is methodically competent development of distance courses: the distance course must be well planned and structured

according to a modular system: the theoretical material of each lesson in the distance mode must alternate with practical tasks and various elements of control, contain links to additional sources of information. The system of educational tasks of the distance course should contain applied tasks of an interdisciplinary nature. Students should systematically use the acquired knowledge and practice the acquired skills when solving the problems of the professional direction [3].

When we develop educational content in a digital format, it should be built around the principles of microlearning. There should be small blocks of material with a complete thought. This piece of material should have three phases: strategic – to understand the purpose of this piece of material, implementation – this is the material itself, evaluation and self-evaluation – checking the acquired knowledge. That is, the chosen topic must be structured and segmented, in parallel it is necessary to carry out self-control measures, for example, intermediate questions from the passed material that provide access to the next topic, performance of practical tasks, in the format of online games, quests, etc.

It is necessary to pay attention to the language of the presented material, its comprehensibility, accessibility – avoid clericalisms and very complex sentences, as well as passive expressions. Thus, a Harvard study says that the material presented in a simple narrative with active constructions is better perceived, and dividing the material into small meaningful blocks helps to personalize it [2].

It is important not only to choose an interesting context, but also to arrange and design the material. Researchers note that a well-designed course stimulates positive emotions, activates cognitive activity, educational motivation, and facilitates learning of the material. First of all, it is the structuring of the material: the division of texts into fragments, paragraphs, the selection of important points in italics, which facilitates the perception of the material. It is also recommended to use colors in the design of materials, since gray unformatted text is inconvenient to study, and even unpleasant, and this can be one of the factors in reducing motivation to study [2].

Use of visualization - presentations, videos and audio fragments, etc.

Most people perceive visual information better. It is systematized faster, and color images are better assimilated thanks to the inclusion of an emotional component. The need to visualize educational information is due to the peculiarities of the modern student's thinking, in particular: the ability to quickly switch attention and process information quickly; the predominance of the perception of graphic information, and at the same time, the inability to perceive linear and homogeneous information, including large book texts.

In e-learning, material acquisition takes place through the visual channel, and the visual series provides a holistic perception of the material. The use of online visibility provides a connection between the concrete and the abstract, helps to identify and identify the qualities and properties of the objects of study, optimizing the online learning process as a whole. Simultaneous audio-visual presentation of information leads to involuntary memorization, which is more effective than mechanical, because information is not replaced by new information, but is stored in the context of acquired knowledge. Visualization is a way to simply talk about a complex [7].

That is why it is so important to enrich the course with audiovisual material. Interest in learning can be increased thanks to innovative methods, such as web quests, business games, screencasts, creation of unusual presentations, including with the participation of students of higher education, well-thought-out video series, etc. Add audio accompaniment to the slides, which at the same time will provide the necessary emotional coloring. Adding a moving component to a stationary image was defined as an effective method, for example, graphic support for text, concepts directly during explanation, use of slides, accompanying video materials with subtitles.

Methodical literature also notes that when developing content, it is important to take into account the peculiarities of the perception of a video series: it is necessary to create a simpler, more organized visual design. Videos should be short, carry a clear message on the topic

Book trailers and mental maps, literary memes and scribing will help vividly illustrate the learning process. And such services as WordArt, LearningApps, Quizlet, Wordwall, Live worksheets provide an opportunity to make the lesson interactive, interesting, and memorable [7].

Visual contact. With the help of eye contact, we receive very important and reliable information about the state of those who are studying, their attitude to events, and control their behavior. In pedagogical communication, visual contact performs a number of the most important functions: from establishing contact and maintaining it to exiting contact and creating favorable conditions for further contacts. It has been proven that information is better remembered when communicating with a person in person. Visual contact forces the brain to concentrate on information as much as possible, which gives a greater effect of learning than the same learning through a screen.

It is clear that through the monitor screen it is much more difficult to charge students and set the right tone for learning, in real life it happens as if by itself. But even in online learning, visual contact also fulfills its functions - it allows you to feel the energy of the group, increase the feeling of involvement, and the quality of receptivity of the material increases many times.

Online learning provides an opportunity to establish visual contact, a way for the teacher to maintain contact with his students, and for the student to express his opinion and ask any question at any time. The online format provides for the presence of all attributes inherent in face-to-face learning, such as group discussions, collective discussion of the material covered, live communication, etc. Such classes bring students together, even at a distance. Students also receive information that we communicate to them: their approval or disapproval, the importance of information, attitudes toward them [6; 8].

The success of learning on the Internet depends not only on the quality of the information and educational environment and educational materials of the disciplinary course, but also largely on the teacher's ability to communicate with students, and vice versa. In the scientific and methodical literature, it is noted the need to observe communication etiquette during online classes. Teachers are recommended to constantly draw the attention of their listeners and motivate them to use during online communication all the norms and rules that we follow in real life: greeting, saying goodbye, thanking for the information or help provided, apologizing, etc. It is important for a teacher to treat students and colleagues with respect, try to understand their problems, their point of view. Thus, to train students in cultural communication in the network. It is psychologically difficult not to answer if you have been addressed personally. Personal contact relieves tension and facilitates communication in the network [9].

Conclusions. The experience of the educational process in the situation of online learning revealed not only problems, but also a number of interesting opportunities, proved what an important role motivation implemented in the modified educational process can play in the education of students. It should be noted that effective teaching, even with the use of the most modern information technologies, is impossible without constant interaction between the teacher and students, which today requires a new format.

The motivation for distance learning should be based on the active participation of students in the educational process, the principle of interactivity, the presence of active feedback from the teacher, which should create positive emotions, a sense of satisfaction and obtain good learning results.

An important role in the motivation of students belongs to pedagogical design – a systematic approach to the formation of training courses and materials that are completely logically and clearly structured, to convey the necessary information in a form accessible to the student. It can be argued that the success of the course will depend on how clear the structure of the course will be, which elements of the course will be used for the formation of knowledge and skills, how the teacher will motivate students, how the system of knowledge control and evaluation will be organized, and on the activity and interest of the teacher himself . The aesthetic design of materials, the use of visibility, visualization, video, audio materials, and opportunities provided by modern technical means are of great importance.

Online learning provides opportunities for eye contact, which is also very important for motivating students to study, brings the situation closer to the one we have in the classroom during offline classes, and promotes the development of communicative and aesthetic communication skills.

Thus, distance learning provides completely new opportunities for creativity and the teacher is given the main role in this process. The gradual development of the motivational sphere within distance education can create favorable conditions for its effective implementation. Thus, motivation is defined as a key factor in learning and personality development of students in the context of the distance learning process. Higher education institutions and teachers should make every effort to support the interest of everyone who wants to get higher education with the help of distance learning technologies and achieve the intended goals.

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