PROVIDING MOTIVATIONAL STRATEGIES FOR STUDENTS VIA THE DISTANCE LEARNING

Bibigul Kaziz¹, Botagoz Aidarbekova², Roza Zhussupova³

¹L.N. Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan

²L.N. Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan

³L.N. Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan

ORCID :0000-0003-1850-2052

ABSTRACT

The article discusses the practical aspects of implementing e-learning technologies as a factor of various types of motivation for students in the higher education system. It shows acute problems of nowadays distance learning and the importance of motivation in the condition of distance learning. Distance learning - a wide range of educational services in which students learn from a distance, rather than being located in the classroom. It solves problems that traditional training can not solve, it is, first of all:

- *strengthening the active role of students in their own education;*
- *the use of available educational resources;*
- *increase motivation to learn;*
- *use of interactive forms of classes;*
- *strengthening the creative component of education;*
- *availability of conditions for self-expression;*
- *saturation and intensity of training;*
- *the possibility of obtaining an expert opinion on the results of their training activities without wide publicity.*

INTRODUCTION

The introduction of distance learning technologies in the educational process has moved from the section of innovative to the section of mandatory learning technologies. These requirements for educational process technologies are determined by new regulatory documents [Linde&Petrova, 2018, Erasulimov et al, 2021].

On the one hand, the professional standard "Teacher of professional training, professional education and additional professional education" sets a high level of skills and knowledge that a teacher must possess in accordance with a certain level of qualification. Moreover, the teacher must not only be able to use the distance learning system and create e-courses in it, but also know the psychological and pedagogical foundations and methods of using electronic educational and information resources, distance learning technologies and e-learning. [Bykova, 2016]

On the other hand, the new state educational standard of the Republic of Kazakhstan 2020 meets the requirements on the information and educational environment of the University which provide students with the opportunity to interact between participants in the educational process, in synchronous and asynchronous interaction via the Internet.

MATERIALS AND METHODS

Modern students can search for information independently, use modern devices with Internet access so the task of the teacher is to build the educational process in such a way as to maximize the use of computer technologies and develop the necessary competencies of students in different disciplines.

An acute problem at the present stage of students' education is the attendance of classes. This occurs because of the following reasons:

- the need for students to earn their own tuition, i.e. to work on a schedule that often overlaps with the class schedule;
- low pedagogical skill of the teacher which is expressed in a simple reading of the lecture on record, the lack of active and interactive learning elements;
- the ability to find information independently on the subject in the electronic library or the Internet (the most common argument of students);
- availability of low speed Internet in some parts of cities and faraway villages;
- a lack of the electronic devices for studying (in poor families, large families);

If in full-time training a teacher can activate the audience with their enthusiasm, reach energetically and interest listeners, catch the mood of the audience, change the topic quickly or type of educational activity, while in the process of training using distance technologies, the effectiveness of these opportunities for the teacher is significantly reduced. Therefore, to improve the quality of the educational process in distance learning, teachers' emphasis should be placed on keeping motivation for students during their distance classes.

When a teacher decides to conduct a business game or offer students a case study in a distance learning environment, it is necessary to use various types of motivation (only internal motivation is considered, which is not related to external circumstances, but to the content of educational activities itself): collective and individual; social and professional; positive and negative.

RESULTS AND DISCUSSION

Let's consider the practical aspects of implementing some types of motivation when using remote technologies.

Collective and individual motivation is realized when creating a "payment matrix" which represents the number of points or points of the group.

When forming individual motivation, the points scored for participating in the game (case) by each student separately are taken into account. If the teacher plans to focus on individual motivation of students in the process of group work on the game/case, then it is necessary to provide electronic control points (evaluation milestones) in the process of work and clearly specify the evaluation criteria.

The assessment criteria are as follows:

- the ability to work in a team (the student's attitude to their work as a common one);
- work in concert with others to achieve a common goal);
- mutual support and at the same time demanding of each other;
- the ability to be critical of themselves;
- evaluation of their personal success or failure from the position of the presented criteria.

When the teacher shifts the emphasis on collective motivation, it is necessary to correctly approach the distribution of students into groups. In full-time education, there are many ways to divide students into groups: by mutual sympathy, by lot (randomly), leaders recruit a team, by list, by gender, by roles, and so on.

When using remote technologies, the choice of methods is significantly reduced, so we can recommend two main methods:

- the first one (authoritarian) is the division of students into groups by rating (the level of academic performance in disciplines, which is reflected in the point-rating system). This will allow the teacher to make the groups as equal as possible in terms of rating, but completely eliminates the psychological compatibility of students in the group, since this criterion becomes less significant when students interact indirectly;
- the second way is to give students the opportunity to choose their own group. This mechanism is implemented using the "Survey" e-course element (using LMS MOODLE). Features of setting up this element will be described in the next paragraph, the paragraph "Dividing students into groups".

Social motivation is related to moral and psychological social interaction. With their help, feelings of patriotism are activated, the need to be useful to the country, city, University, group is

developed, and the system of values that will ensure an active life position of a person in the future is formed.

Social methods of motivation: development of the desire to be useful to the University (enterprise); desire to imitate the teacher (leader); creating a situation of mutual assistance; search for contacts and cooperation; interest in the results of collective work; mutual verification; review.

As a social method of motivation, you can also offer a method of competition, which is practically implemented:

- by setting time, evaluation, and multi-level criteria for completing the task;
- help students with lower rating scores who missed classes due to various circumstances;
- advance notification of the winner's promotion, which can include participation in University events, presentation at a conference, independent online classes or webinars (teacher for an hour);
- identification of the leader and motivation of students to achieve and overcome its results, which makes it possible to change the leader.

At the same time, an important element of the competition is mandatory and open summing up with encouragement, which can be held in the form of a webinar or teleconference with the participation of the University management to increase the social significance of students' achievements.

Professional motivation plays an important role in teaching students, which is the process of stimulating themselves and other people to learn new areas of the profession and achieve professional success. Students have already made their main choice - the choice of the direction of study, their future profession, and this explains their interest in professional disciplines. The task of the teacher in the implementation of professional motivation is primarily to show their high qualifications and interest in the discipline taught its place in the future profession of the student is to reveal the student's abilities to this profession.

When using distance technologies and e-learning, professional motivation is convenient to implement as follows:

- through the demonstration of professional videos followed by discussion on forums (chats, webinars);
- connecting to broadcasts and recordings of lectures by professors from leading universities around the world;
- use of active learning methods that develop professional skills, such as case studies. Features of transformation of a case/business game into an electronic course in the distance learning system are described in detail [Bykova, 2016, p. 16-17];
- video tours of companies where graduates of this profession work.

Positive motivation in the distance learning process of students is a non-material positive incentive that can be implemented both in the learning process and at the end of training in the discipline. The training process is regulated by deadlines, so checkpoints and boundary control are a good tool for ranking, rating and bonuses. You can motivate students who have good skills or a fast pace of program development by providing access to new additional e-course materials. Also, a good means of motivating gifted students is to provide an individual learning path; the possibility of early completion of final papers in the discipline; speaking at a video conference;

It should be remembered that positive motivation alone can have the opposite effect on those who do not treat training with due attention. To do this, consider the methods of negative motivation that can be used when using distance learning technologies:

- close the possibility of electronic submission of work later than the deadline specified by the teacher;
- passing a more complex test in the discipline in the absence of work during the semester (or the same test, but a higher passing score);
- submit the student's work for joint discussion;
- post constructive criticism of the work in the General access for the group.

The impressive array of motivational strategies has been found to be effective in livening up classroom learning. This suggests that, within what is feasible; teachers are able to find an angle for making learning more stimulating in many, if not most, situations.

Hence the study is pursued three main types of strategy:

- breaking the monotony of learning,
- making the tasks more interesting,
- increasing the involvement of the students.

Breaking the monotony of learning

Make learning more stimulating and enjoyable by breaking the monotony of classroom events.

More specifically:

- Vary the learning tasks and other aspects of your teaching as much as you can.
- Focus on the motivational flow and not just the information flow in your class.
- Occasionally do the unexpected.

Making the tasks more interesting

Make learning stimulating and enjoyable for the learner by increasing the attractiveness of the tasks.

More specifically:

- Make tasks challenging.
- Make task content attractive by adapting it to the students' natural interests or by including novel, intriguing, exotic, humorous, and competitive or fantasy elements.
- Personalize learning tasks.
- Select tasks that yield tangible, finished products.

Increasing student involvement

Make learning stimulating and enjoyable for the learners by enlisting them as active task participants.

More specifically:

- Select tasks which require mental and/or bodily involvement from each participant.
- Create specific roles and personalized assignments for everybody.

CONCLUSION

The use of recommendation and these types of motivation, based on the use of e-learning and distance education technologies will allow the teacher to organize the learning process that is the most relevant to modern standards and to enhance the skills of students to form a specification in the program competencies.

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