

Motivation in distance education

Distance education due to a number of its features (remoteness, mediated communication, the predominance of students' self-control over teacher' control) dictates the need for psychological support of this process and ensuring psychological comfort to its participants. Great value in distance learning is motivated. It is precisely the motivation to receive solid knowledge that is the driving force for distance learning.

Difficulties encountered in the learning process can be divided into several groups.

Personal (student's initial low internal motivation, the unusualness of the very form of distance learning, the habit of being controlled by the teacher, student's poor self-organization, lack of emotional and psychological contact with other learners, lack of sense of belonging to a group, etc.).

Human physiology also adds its fly in the ointment. The thing is that reading from a monitor is different from reading printed material: most users "scan" text rather than reading every word. Too besides, reading from the screen is 25% slower. When a student enters the classroom, picks up a notebook and workers materials - he is determined to learn and ready to accept learning. Some mechanisms that build a target program in his psyche gaining new knowledge start working. And the content of the lecture, even the most difficult, becomes easier to perceive.

When a student sits down at a computer, he turns on a slightly different "program". It's no secret that 80% of people use computers mainly for social networking, playing games, or visiting entertainment sites. The sites are bright and interesting. Subconsciously the student expects the same (or at least something similar) from the e-learning course. [1]

Now imagine that there are a serious text, theorems, formulas on the computer screen next to the pictures, that need to be read, comprehended, and on their basis, perform a practical task. And many of the tasks you need do yourself and by a certain

date. Nobody controls and motivates. It is completely new learning environment. Of course, each e-course contains tests for knowledge testing. But in e-learning, tests serve rather consolidate knowledge and identify "weak points". Motivating power of the estimated scores are not too high.

Also, students with disabilities often get tired quickly, especially if they have concentration decreases, attention deteriorates, it is difficult for them to keep control. The physical condition may worsen (headache, etc.). The lesson becomes a burden, they no longer want to do anything, everything seems difficult and incomprehensible. And the only way to help them to regain interest in learning is to create motivation that promotes learning.

The motivation for distance learning in the late XX - early XI centuries was studied by J. Keller (1987), T. Gao, J. Lehman (2003), B. Takman (2007), J. Visser, T. Plomp, Amirolt, Kuiper (2002), C. Schlosser (2008) and others. [2]

Let's examine Keller's model for increasing student motivation. US training system expert John Keller developed a model that increases the motivation of students to the learning process. He named it **ARCS**, and it includes its constituent components: **A**ttention, **R**elevance, **C**onfidence, and **S**atisfaction. [4] The meaning of ARCS is the sequence of actions: first action is to grab the student's attention, then to make student believe in learning process importance, to instill in student confidence in his own forces and finally achieve satisfaction with the results obtained.

Let's dwell on each of them in more detail.

Attention

Attracting the student's attention to the training course is the first and most important step. Moreover, it is not enough to do this at the initial stage of learning. It is necessary to motivate during the entire period of study. Students' attention is maintained through variability tasks and various types of material presentation, change of activities. The method of presenting the material is also very important, especially if it is complex for perception and assimilation. It is important to intrigue the learner, "hook" him, and attract his attention with non-standard, controversial, perhaps even paradoxical ideas. A good technique for keeping attention is dividing

the course into separate modules and setting clear goals in each module. Breaking the pattern is a great technique to surprise the student and to get his attention. The perception of complex information is greatly facilitated by the informal (in measure) style of presentation. It is necessary to use understandable terms and examples. Frequent changes in assignments as well as in ways of presenting the material can help to combat boredom. Internet provides the teacher with a lot of opportunities which will also make the student "To keep attention", no matter how paradoxical it sounds, not to be distracted and will save them from the "falling asleep" effect, which will only increase their motivation.

Significance

Attention is not a permanent thing. It is not possible to keep attention all the time, not even the most diligent student can do it. Especially if the information is purely theoretical, complex in content. And here teachers come to the second component of increasing motivation - giving importance to the stated course of study. In the learning process, the student constantly evaluates the acquired knowledge with an estimate for their practical needs. One pure theory is "dead" in distance learning, as in any other, training. Therefore, she must be supplemented with explanations of where and how the data will come in handy theoretical knowledge, practical exercises, assignments. It is advisable to include in the training course algorithms for sequential actions, which can lead to a specific result, not in the long term, but right there.

Confidence

The next way is to give the students confidence in their forces. I consider this component to be the most important of all. The student should have no doubt that he will be able to absorb the course and get quality knowledge. It is important to build confidence that he successfully masters the material and copes with the assigned tasks. Encourage the student to reinforce this confidence in intermediate stages of training. After explaining the material, let him answer the test questions, give a solution to the problem. If the material is difficult - enter hints, give several attempts for an answer. You should not give tasks that are deliberately difficult for a given

student. The student with disabilities, sometimes lowers self-esteem in advance, in case of failure and is afraid of being unsuccessful. Much strength sometimes goes to convince everyone. And teacher needs to act very delicately and does not deny the obvious. But you can always choose what to praise for, think of ways improving the situation. For this purpose, it is desirable to provide the student the opportunity to achieve intermediate results, create situations of success. Every day small victories provide a significant impact on confidence and increase motivation. On the one hand, motivation increases if the learner realizes that he controls the situation that success directly depends on the applied effort. On the other hand, the student realizes that there is someone who interests him results who are always ready to help. And if the student stops learning, performs tasks "slipshod", the teacher contacts him and tries to motivate him to continue his studies. [2] Teacher gives specific comments on completed assignments, notes progress, finds any reason to reward the student's efforts. Timely, constructive feedback helps to maintain and increase motivation. [1] Feedback should be informal, targeted, and supportive. However, it is important to avoid formalities in comments, do not turn them into unsubscribes.

Satisfaction

Even if we made full use of the first three factors maintaining motivation - attention, significance, and confidence, closer to the end of the learning period, student's motivation will still fall. Fatigue accumulates, the head is "crammed" with a large amount of information. If such signs appear, then it is time to introduce the fourth way to increase motivation, that is student's satisfaction. In the first turn, it is necessary to present the results obtained as meeting the expectations of the student, which he imagined at the beginning of training. Next, teacher needs to show student his positive changes, received in the learning process. Well, do not forget about such simple "Motivators" such as high score, rewards, praise for the accomplished assignment. The component "satisfaction" needs constant "recharge" by the teacher. Adhering to one of the postulates of the Porter-Lawler's motivation model that labor productivity generates satisfaction, quality of performed assignment should be strongly encouraged within the course. [3] Teacher are to create constantly a situation

of success and it will positively influence motivation. Create an atmosphere of trust and psychological comfort. If the student feels confident enough, his motivation can be increased by setting the so-called "ambitious goals", which need to be formulated so that they contain a kind of challenge learner. But remember that this method is not suitable for all people. [3]

So, let's summarize. What needs to be done to make the student interesting to learn so that our e-learning course becomes meaningful, and at the same time easy to understand? Two conditions must be met: optimize material for e-learning purposes and apply the Keller model (attention, significance, confidence, satisfaction) to create and maintain motivation to learn. The technical problem is solved by the developers of educational sites, but creative is decided by the teacher. These two tasks, technical and creative, are closely related. Student's interest in the course is highly dependent on the technical implementation (visual design, text, pictures, games, diagrams, other "chips"). At the same time, even a course made at a high technical level can be boring and "impassable" if its creators forgot about motivation trainee.

List of references

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