1.2 FEATURES OF THE TEACHER'S INFLUENCE ON STUDENTS' MOTIVATION IN THE CONDITIONS OF ONLINE LEARNING

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Abstract. The article considers theories of motivation and their effectiveness in modern online learning. The authors reviewed both classic and modern models of motivating students to learn in the context of educational transformation, which occurred due to the pandemic and digitalization of the world, when Covid-19 affected distant learning and interaction between teacher and students online. The aim of the article is to find out the most effective models of motivation in teaching students online using various motivational techniques that aim to stimulate the work of students and teachers during the pandemic. The authors compared the most common models of motivation, tracking the behavior and attitudes of students to distant learning caused by quarantine conditions.

1. Introduction

It is well known that motivation plays a huge role in the life of every person, moves a person, forces him/her to perform a task with great desire and persistence and go to the goal. It is an integral part of any activity, in particular, the educational activity of students of higher educational institutions. It is clear that a motivated student easily achieves intellectual, creative success. Therefore, the problem of motivation has always attracted the attention of teachers and has a solid scientific basis. Well-known scientists (O. Leontiev, K. Platonov, O. Tarnopolsky, V. Yakunin) devoted their research to the study of this problem. Recently, such researchers as L. Bozhovych, N. Volkova, Merlin, H. Heckhausen, A. Markova, and L. Stolyarenko contributed to the development of the theory of motivation. At the same time, the problem of motivation was touched upon in the scientific literature not only by psychologists, educators, but also by prominent sociologists and managers: P. Drucker, A. Maslow, A. Fayol, F. Taylor, D. McGregor, M. Weber, C. Hull, F. Herzberg, M. Tugan-Baranovsky, K. Alderfer, W. Vroom, S. Adams, who turned to study the issues of motivation and its effectiveness in different areas of individual's life.

The problem of motivation in student learning becomes of particular importance in connection with the new conditions in which the educational process takes place at this stage of society life, when there is a need to rethink the issue in connection with the process of total digitalization, when all the world is working in

the digital plane. The problem of encouraging students to participate actively and be interested in their learning is getting rather actual in a pandemic situation, when Covid-19 is leading to an active use of online learning.

The effectiveness of the distant educational process is getting more and more directly dependent on the student's consciousness and motivation. Therefore, it is extremely important to identify ways of increasing students' motivation for their study in the context of distant learning, which is associated with significant problems.

2. Digitalization effect on students learning motivation

In the new conditions of the educational process both problems and new opportunities arise. In the field of education and interaction between teacher and student the widespread use of information communications, digital platforms Zoom, Google-Meet, Google-Classroom, Skype, Moodle, Viber, through which lectures, practical classes, video conferences, streams, and other types of teaching take place. As practice and scientific research show, supporting and developing of motivation in the online format during a pandemic is a rather difficult task. In the context of distant learning and psychological crisis associated with it, a teacher must take into account the needs of the student and find special approaches to the organization of the educational process. In these situations, there is a need to find special methods of stimulating and motivating students to study, to the educational process - to join online meetings in time, to work in conditions when there is no live contact with the teacher, to apply time management and all its components for self- organization of the student, to choose an individual approach to each student, to stimulate learning with the help of the most common motivational models.

3. Classical theories of motivation in present situation

Stimulating students in educational process has always been quite a difficult task, and when we found ourselves in Covid-19 and began to live in new dimensions, motivation in general became even more complicated problem. We have a number of classical theories of motivation, mostly developed by psychologists: the psychoanalytic theory of the Austrian psychiatrist S. Freud; the "drive" theory of the American psychologist C. Hull; I. Pavlov's theory of conditioned reflexes. The most meaningful motivation theories are: A. Maslow's theory of the hierarchy of needs; D. McClelland's theory of acquired needs; needs theory of M. Tugan-Baranovsky; F. Herzberg's theory of two factors; K. Alderfer's theory (ERG theory). We should also mention the V. Vroom's theory of expectation; S. Adams's theory of justice; Porter-Lawler motivation model.

Freud's scientific discovery of the unconscious has contributed to the understanding of the role of unconscious in the motivation aspect of learning and the emotional nature of motivation, that is rather important for effective learning. This is of great importance for educational theory, is its key aspect, basis of the paradigm of education for development of the person as a whole. According to this

theory, learning is the interaction between what students know, new information they get and the activities they are involved during learning process. Students construct their own understanding through practice, acquiring experience through interaction with the information, other participant of the educational process and reflection. For teaching implementation it is important to:

    − make content meaningful for students;

    − use cooperative learning, interactive lectures, active learning strategies;

    − stimulate student's thinking about the topic;

    − stimulate students to share ideas through conversation, debates, group projects, discussions;

    − use problem-based learning;

    − teach students learning strategies to raise their learning awareness.

The theory also emphasizes the need to find the right ratio of satisfaction and punishment, to deepen the teacher's capacity to understand their students, especially in terms of encouraging communication within the complex teacher-student relationship.

It should be mentioned that all these statements are relevant and acquire especial importance in the conditions of distant learning

The "drive" theory of the American psychologist *C. Hull* is based on the concept of homeostasis, i.e. the idea that the body is actively working to maintain internal balance. In his theory, C. Hull used the term "drive" or "impulse" to denote a state of stress or activation caused by physiological and biological needs. As a result of such reinforcement, the student begins to act according to certain patterns. When some changes in stimuli occur, then drives (capture, attraction) switch on in the psyche of the individual, which try to neutralize these changes and return it to its previous state. Otherwise, the individual does not accept the changes. Therefore, in order to motivate the student to work and neutralize his negative reaction (for example, unwillingness to work on educational programs) it is necessary to introduce an incentive (for example, grades, points, incentive tours, exhibitions, performances). Under such conditions, the student's psyche creates a mood to expect a reward, to which he/she eventually gets used and without which he/she can't imagine learning [9].

A. Maslow's theory of the hierarchy of needs states that people are motivated by the satisfaction of a number of needs, namely: - physiological, food, heat, shelter; - security needs, protection, order; - social needs, the need to belong to society, to be in friendly relations, to belong to any group; - the need for respect, self-esteem and respect for others, prestige, fame, recognition; - the need for self-realization, the need to fully develop their potential, creative results, achievements in learning, self-recognition. Students are engaged in self-realization, develop their creative potential, learn, reach creative heights, according to A. Maslow, this step is the highest one in the above mentioned pyramid [5].

Applying this theory to education, we should say that not all of these needs teachers can always meet. However, teachers can strive to offer students resources

and referrals to school programs in order to satisfy as many needs as possible. Teachers should try to help students:

− feel a sense of safety, which arise from routines, clear-cut rules and predictability, clear daily schedule and order;

− provide an environment of psychological and emotional safety, foster an environment that allows for healthy levels of risk-taking, question asking and answering, open thought sharing, and healthy discussion, avoid feel fearful of judgment from other students, build trust-based relationship with their teacher.

− to show students that their hard work and effort are really appreciated;

− support the development of each student's self-esteem and self-worth.

The teacher should make a true effort to know each student and comprehend the level of their knowledge and their level on Maslow's hierarchy. It will help students to make progress through the hierarchy. Comprehension of each student's basic needs is likely to lead to the teacher's ability to help the student overcome their personal educational obstacles, allowing each student to reach their educational potential.

D. McClelland's theory of acquired needs is a simplified model of A. Maslow's theory. Its main emphasis is on the needs of higher levels: - the need, the desire to achieve the goal in the fastest and the most effective way; - the need of cooperation, desire for friendly relations with others; - the need for power (is acquired and developed on the basis of training, experience), is the desire of a person to control people, resources and processes [7].

According to this theory it is very important for teachers to satisfy the three major needs of students in every school setting, the desire to satisfy the need for achievement, the need for power and the need for affiliation. Thus, for the effective learning process we should take into account the necessity to provide opportunities for them. Subsequently, the teacher can meet the needs to enhance learning.

Practical implementations, coming out from the theory are:

− as for achievements: meet the student's desire for recognition of work done well.

− as for power: satisfy the learner's desire to be in charge.

− As for affiliation: mind the learner's desire for interaction and acceptance.

M. Tugan-Baranovsky's theory of needs consists of five groups of needs: - physiological; - sexual; - symptomatic instincts and needs based on external signs; - altruistic, selfless desire to work for the benefit of others; - needs of a practical nature [14].

K. Alderfer's theory (ERG theory) combines needs into three groups: - physiological needs, security needs; - the needs of communication correspond to the needs of belonging, as well as part of the needs of recognition and self-affirmation and the need for group security; - the needs of growth correspond to the needs of self-expression and the needs of the previous group, which are responsible for the desire to develop confidence and self-improvement [7].

V. Vroom's theory of expectation describes the dependence of motivation on two aspects: - how much a person wants to get; - how possible it is for her to get what she would like (how much effort she is willing to spend for this). According to this theory, the process of motivation consists of effort, performance, result. The very idea of expectation is that the effort that a person makes at work or in learning is a function of three components: expectations of labor costs; reward expectations; valence reflects how attractive or unattractive the result is for a person. It says that an individual's motivation is affected by their expectations about the future [9].

Applying to education this theory proves that we should make our teaching as close to the students future profession, motivate them professionally.

Adams' Equity Theory assumes that people subjectively evaluate the ratio of the remuneration they receive for the performance of a certain job to the effort associated with its performance and compare this ratio with that received by other employees. According to the results of the comparison they may get the feelings of either justice or injustice. In the " Equity theory" there are the following main components:

- employee - an employee of the organization, who evaluates the ratio of reward / effort and is able to feel justice / injustice;

- object of comparison - any other employee of the specified organization, which is used as a basis for comparing the output / input ratios;

- "inputs" - the individual characteristics of the employee, which he invests in his work (education, experience, qualifications, efforts to perform the work, etc.);

- "outputs" - all that the employee receives for the performance of work (salary, bonuses, benefits, recognition of merit, promotion, etc.). In the process of work, a person compares how his actions were evaluated with how the actions of others were evaluated in comparison with him [5].

Porter-Lawler's model of motivation is based on a combination of previous theories of expectation and justice, it is a complex theory, according to which there are three variables that affect the amount of reward: - effort, - personal qualities and abilities; - awareness of their role in the work process. The effort expended affects the results, according to the results the person receives external and internal rewards. The obtained results are influenced by the awareness of their role in the labor process; features, human abilities, his character, attitude to the work performed.

4. Features of student motivation in online learning

Motivation in the educational process is quite relevant for higher education institutions, because students without motivation to study will not have the inspiration, desire to improve their skills and acquire the necessary knowledge. The main motivation for students is usually to obtain professional knowledge, skills and a diploma in order to get an interesting, promising, profitable job and be competitive in the labor market.

There are two main types of motivation: the first is connected with external influences on a person, causes certain states that motivate to reach the result

desired; the second refers to the formation of a certain motivational structure of man. This type of motivation has an educational character, it requires more effort, knowledge and skills and is more progressive.

P. Jacobson identifies several types of motivation associated with learning outcomes:

– so called «negative» motivation; by negative motivation, the scientist means motivations caused by awareness of certain inconveniences and troubles that may arise in the learning process (reproaches from parents, teachers, classmates); such motivation does not lead to successful results;

– motivation, which has a positive character, but is also associated with motives laid down outside the activity itself, is manifested in two forms: 1) in one case, such positive motivation is determined by a significant social aspiration (sense of duty to loved ones) 2) motivation that is the basis of educational activities (motivation directly related to the purpose of learning, curiosity, overcoming obstacles, intellectual activity) [8].

The formation of positive motivation of educational and cognitive activities of students is influenced by the following factors: 1) professionalism of the teacher, pedagogical skills; 2) attitude to the student as a competent person; 3) promoting student self-determination, the development of positive emotions of the student; 4) the organization of learning as a process of cognition; 5) the use of methods that stimulate educational and cognitive activities; 6) awareness of the immediate and ultimate goals of learning; 7) professional orientation of educational activity; 8) the availability of the content of educational material offered by the teacher in class; 9) constant creation and «reinforcement» of a situation of success for insecure students [7].

Students need guidance to achieve their learning goals. A teacher must form a positive motivation in students and lay a professional foundation. In order to motivate a student, teacher must have pedagogical skills - a set of properties, which provides a high level of self-organization in professional activities, such as humanistic orientation; pedagogical abilities; professional knowledge; pedagogical technique [6]. These motives are based on the interest of students in the content of the material studied and future professional activities and the process of cognitive actions that promote their self-affirmation in the social environment. They also involve motives for self-determination - understanding the role of professional knowledge, skills and abilities for future professional activity and achieving success in it; motives for improvement; personal motives: trying to get encouragement, high marks, motivation for well-being, motivation for prestige [1].

The new philosophy of teaching on the Internet in the context of Covid-19 must be promoted and approved by the teaching staff, as our educational paradigm moves to a new norm of online education instead of traditional teaching. This applies to blended learning and online learning through massive open online courses and the digitalisation of education in general. It is necessary to focus on

new forms of learning through the development of information and communication technologies, which are accompanied by such terms as «smart», «digital»; «Digitalization», or «digitalization», «digital economy» (their English equivalents are Smart; Digital; Digitalization; Digital Economy).

These new forms of teaching, which have both negative and positive effects, stimulate teachers to introduce new motivational schemes, develop new motivational theories. Motivation in the learning process in a pandemic should be the driving force that guides the student and forces him to confidently go to his ultimate goal, to achieve results.

5. Practical ways of formation of positive students motivation

How to form motivation to study among full-time students who are forced to be away from their usual classes and audiences? The teacher's task in this situation is to stimulate the student's by positive attitude to his/her personality, with the development of their positive emotions, apply new activities, make their education as a creative process.

The search for new forms of motivating students in the online learning environment gave its results, which led to the emergence of several new theories and practical recommendations regarding this problem. Modern pedagogical science has indeed developed a number of models for organizing distant learning, which are aimed at increasing students motivation. These include:

1. John Keller's ARCS model. The model name is derived from the abbreviation of the words Attention - Relevance - Confidence - Satisfaction. The concept of the model is quite simple - capturing attention, the formation of a sense of significance, self-confidence, and, as the final result, satisfaction from the obtained learning outcomes.

The following relevance strategies were suggested by Keller in the ARCS model of motivation:

− link to previous experience, which gives learners a sense of "continuity", makes them realize that they are really expanding their knowledge base, makes them believe that learning is successful, and not a waste of time. All that keeps them motivated.

− perceived present and future usefulness, which prove the students that learning these things will equip them with new skills that will help them to resolve their current and future issues.

− modeling. Set an example and offer presentations by those who may present them with a model of success. Knowing that other people have successfully applied the particular piece of knowledge or skill presented, motivates learners to perceive the eLearning course as useful and as the first step towards their personal success story.

− giving learners choice upon their own instructional strategy is another factor that increases motivation.

− It is also emphasized that teachers should develop a sense of confidence in students, make them believe that they can be successful; encourage learners and immediately show them their progress and provide feedback.

2. Keller ADDIE - Model of motivation increasing. It is an abbreviation of Analysis - Design - Development - Implementation - Evaluation [9]. The goals and objectives of the course are determined at the analysis stage, the curriculum and teaching methods are formed in the design process. Development means the creation of content defined by the program; implementation means the learning process itself, and evaluation implies summing up the results of the training course with subsequent analysis, which returns the procedure to the first stage. Such a cyclical design scheme provides good results and comprehensively solves the issues of constructing training sessions and the course as a whole.

3. SAM model is an abbreviation of Successive Approximation Model, which is a successive approximation of model. It was introduced as an alternative to ADDIE. The process using this model requires fewer steps in a larger structure. SAM consists of three main stages, containing together eight stages (in the classic version of the model).

4. Model SMART - Specific - Measurable - Attainable - Relevant - Time-bound - declares that goals must meet the needs of students, and, therefore, be specific, measurable, achievable, relevant and time-bound. The term "Specific" requires that goals be clearly defined by answering the questions: who is involved, what task needs to be completed, where the task will be completed, why the task is important, what constraints and requirements should be considered. Measurability establishes criteria for measuring progress and goal achievement by answering questions such as: how should this be accomplished and how to measure success? Achievability requires an assessment of the feasibility of the goal. The final term "Time Limit" defines the time frame for achieving the goal.

5. The ALD (Agile Learning Design) model emphasizes the speed, flexibility and cooperativeness of development - a systematic method of project implementation that emerged as a result of software development. Like SMART, ALD has been successfully applied in the field of pedagogical design. Fast results are achieved through the collaboration of various stakeholders - a diverse team. Unlike ADDIE, the ALD model is more adaptive to the course design and development process. It provides an iterative, proactive learning cycle that focuses on target audiences rather than processes. The model is adaptive, allowing you to evaluate the prototype more often and run a sufficient number of tests.

6. Survey methodology

During the Covid-19 pandemic, students and faculty found themselves in difficult situations to deal with while learning online, especially motivation and issues related to the implementation of motivational theories to stimulate students. The aim of the survey was to find out if classical and modern theories of motivation to work in

the current conditions of study, whether the teacher can influence the virtual student through Skype, when there is no offline emotional contact and everything goes in virtual mode, dependent on factors such as hard time management, video recording lectures, clear presentation of the material, lack of offline communication, constant monitoring students by management. We tried to compare the different models of motivation and to define those ones that fit online education best of all. At the same time we aimed at working out some recommendations for dealing with the students motivation in the situation of full digital education. All procedures were conducted with the help of questionnaire, offered both to students (totally 48) and teachers (totally 35). Students, unaware of survey objectives, were asked to fill in questionnaires as a part of their course assignment.

7. Findings

According to the research carried out the combination of the Porter-Lawler model and the theory of A. Maslow brings the most effective results in students motivation development. Although all the analyzed theories are tightly linked and A. Maslow's theory is the basis for others. Modern models of increasing student motivation in the context of distance learning - John Keller's model of increasing student motivation (ARCS), models of pedagogical design (ADDIE, SAM, SMART, ALD) - are quite effective and deserve the attention of teachers.

Analysis of the results of students and teachers survey showed that the distant learning greatly influence the individual development of students, motivating them to develop the skills of planning, organizing their individual work, ability to cope with learning materials, develop in students strategies of systematization, generalization, planning, provide practice of formulating and expressing personal opinion, on the whole stimulate their cognitive development and creative thinking. All abovementioned allows us to declare that distant learning is rather prospective direction in the process of development of modern system of education, and can be successfully integrated into it and complement it.

8. Conclusions

The experience of the educational process in the situation of distant learning revealed not only the problems, but also a number of interesting opportunities, proved what important role in the education of students can be played by motivation, implemented in a modified learning process. It should be noted that effective teaching, even with the use of the most advanced information technologies, is impossible without constant interaction between the teacher and students, which today requires a new format: the creation of webinars, the organization of group and project work, etc. An important role in motivating students belongs to pedagogical design - a systematic approach to the formation of curricula and courses that convey the necessary information as fully as possible in a form accessible to the student. Thus, distant learning provides completely new opportunities for creativity and the teacher is given the main role in this process.

Gradual development of the motivational area inside the distant education can create favorable conditions for its effective implementation. The motivation to distant learning should be focused on the active participation of students in their learning process, which will cause their positive emotions, support satisfaction and bring good learning results. Thus, motivation is defined as the key factor of students learning and personal development in the context of distant learning process.

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