



## METHODS THAT MOTIVATE STUDENTS ON ONLINE LEARNING PLATFORMS

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**Tayanch so'zlar:** masofaviy ta'lim, motivatsiya, motiv, fikr-mulohaza, yondashuv, usul, fasilitator, monitor, guruh ishi, loyiha asosidagi ta'lim.

**Ключевые слова:** дистанционное обучение, мотивация, мотив, обратная связь, подход, метод, фасилитатор, монитор, групповая работа, проектное обучение.

**Key words:** distance learning, motivation, motive, feedback, approach, method, facilitator, monitor, group work, project-based learning.

Introduction. Today in classrooms where students are virtually connected, it has become a major concern that the students might feel isolated because of a lack of face to face human interaction which usually results in the loss of motivation for learning. Before diving into the investigation of methods, the very notion of motivation should be clearly identified.

Oswego states that the word «motivation» comes from the Latin «mover» - an impulse to action, a driving force; it is a psychophysiological process that controls the behavior of the subject, determines its direction, activity, stability; the ability of the subject to actively meet their own needs [1, p. 358].

Distance learning students need guidance and support in the learning process. They have little time to get to know learn and master a fundamentally new way of learning at a distance, so the distance learning system on-line learning should take into account the need to increase student motivation and satisfaction their needs, not only in terms of the content of educational materials, but also in terms of providing opportunities to interact with other students and teachers.

Motivations defined as “a dynamic process of internal, psychological and physiological control of behavior, including its initiation, direction, organization, support” by Nemov. [2, p. 114].



Learning motivation is defined as a particular type of motivation included in the activity of learning. Learning motivation, like any other kind of it, has a systemic character. It is characterized by such properties as orientation, stability and dynamism [3, p. 218].

The general structure of learning motivation is formed by the need, goal, tasks, interest, de-sires and intentions, and, finally, the motive of learning. Thus, motivation can be characterized as a system of motives. R.S. Nemov defines a motive as “an internal stable psychological reason for a person’s behavior or act” [4, p. 208]. Learning motives is a specific kind of motives. This is due to the specificity of learning as a special type of activity for which learning, mastering knowledge and skills is not only a result, but also a goal.

A motive is an internal motivation of a person to one or another type of activity (activity, communication, behavior, learning) associated with the satisfaction of a certain need. At the same time, the motive acts as a motivating and determining choice of the direction of activity, the object (material or ideal) to which it is directed.

Educational activity is one of the most complex types of human activity. The modern education system puts forward as the main goal the personal development of hopeful, stimulation of the need for self-development and self-improvement.

The use of educational technologies has changed the generally accepted understanding of the role of the teacher and the student: in the conditions of the traditional system of education, the communication of the teacher with the students is direct character. The tasks of the teacher include the meaningful preparation of educational information, auxiliary materials, notes and assignments, in other words, the teacher manages almost all parties educational process.

Distance learning, on the contrary, does not provide for the personal contact of participants in the educational body process. The role of the teacher is rather passive, while students take play an active role. Communication between the teacher and students is carried out using information technologies, students independently determine the order of studying the material, choose methods of thinking and assimilation of educational information, regulate the speed and level of complexity of the assignments. In a situation where there is no actual interaction and constant control by the the teacher, the student is faced with the need to significantly activate his own th potential of subjectivi-ty. He must do a lot on his own, without guidance and control influences on the part of the teacher, out of contact with him.



Pedagogical psychologists distinguish two characteristic types of motivation: internal and ex-ternal. Internal motivation stems from the desire to learn something for self-realization, mastery of the subject, interest in himself. Extrinsic motivation stems from the desire to succeed in order to achieve a result and demonstrate it to others in order to gain recognition, reward or avoid problems. The most productive teaching strategy is to maintain internal motivation, i.e. the student's interest and enthusiasm.

An effective model of motivation that helps in learning was developed in the 80s by the American psychologist John Keller. The most famous project of his career was called ARCS. This model is deciphered as follows: Attention, Relevance, Confidence, Satisfaction (literally - attention, compliance, confidence and satisfaction). It is these criteria that determine whether the student will be motivated.

The first point is attention. The subject of study should always be "in focus". It is difficult for us to force ourselves to learn something new, something that we do not yet encounter in every-day life. That is why expats learn the language so quickly: they simply have no choice, these «terri-ble» English tenses or French verbs become their reality. This does not mean that you need to drop everything and move to another country, but you can stick stickers with new words or formulas around the house and set a reminder on your phone that will notify you when it's time to take a new lesson in the course.

The second point is correspondence, or relevance. You need to understand why this course is needed, how it aligns with your life goals. Learn a language to move to another country. Learn a new job skill to get a promotion and pay raise. Learn to play the guitar to fulfill a childhood dream (by the way, those who use their favorite pieces as exercises learn the fastest).

Confidence in your abilities is the next important condition. No need to immediately take on the most difficult tasks and choose «advanced» courses. This will make you feel insecure. It is better to increase the difficulty gradually (there should be a small challenge at each level), and record the successes and be sure to review them from time to time in order to understand: "I can, I can do it."

The last is sincere satisfaction. If studying does not bring any joy, you may have chosen the wrong format or teacher. Satisfaction is formed when results meet expectations. If there is no satisfaction, then you are not realizing your goals. It makes sense to change teachers or try other educational products. Everyone is different and you need to experiment with products, apps and services to find the best solution for you.



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The following are strategies that can help a teacher maintain productive forms of motivation during distance learning.

1. encourage engagement and active participation;
2. internal motivation is based on a sense of competence - reinforce it;
3. support the need for autonomy and freedom;
4. support today's needs of students, their conditions and moods;
5. provide timely feedback;
6. give constructive and personalized feedback about the completion of the task;
7. try, if possible, to carefully plan and organize the lesson;
8. provide easy access to learning resources;
9. support the feeling of «I can» in children;
10. Keep your enthusiasm - enthusiasm is contagious.

Methods. The student's involvement in the learning process is based on emotions - through-out the course, he goes through different emotional states. The teacher's task is to manage the student's emotions with the help of special techniques to increase the effectiveness of online education. This approach allows you to regulate engagement rates, which can decrease for several reasons as following:

#### Fast state change

The listener does not have time to comprehend the material read, and the teacher is already moving on to the next section. Assimilation of information for each person occurs in different ways, so it will be difficult to find universal advice regarding the duration of each stage of learning. The best solution is to regularly ask students for feedback to identify timing issues.

Slow change of states. When the student has perfectly mastered the material, and is already ready to move on to the next part, and he is still being "chased" on theoretical issues, a feeling of boredom appears. As a result, he misses classes, or even quits the course altogether.

#### Wrong state selection

Most courses begin with an explanation of the basics of the subject, a rapid immersion in the-ory. This is not quite the right approach, because a person



cannot effectively assimilate information if he does not understand why he needs these classes. The right option would be to start the course by motivating the student for online learning: for example, it is worth showing what results he can achieve in the future.

In the first lessons, it is important to create a good “bait” for the students, which will become the best motivation in the process of learning in an online school. In other words, the student must set a goal for themselves, for example, to upgrade his skills in order to find a high-paying job.

Conducting classes in the classroom allows teachers to interact directly with students, which increases their involvement in the learning process. It becomes more difficult to keep students motivated in online learning during distance lessons, so many successful organizers recommend resorting to the following methods of engagement.

#### Using different teaching methods

Some students better remember material from visual sources, others are guided by a text format, and still others learn information by ear. In personal meetings, the teacher can teach students with different cognitive styles, for example, draw tables, read passages from books aloud.

How to motivate students to take courses online? In this case, the training materials should include different formats for presenting information, which will help create equal conditions for understanding for all students. You can achieve a similar result with:

- text information;
  - interesting videos, films;
  - lectures via Zoom (or other platforms);
  - illustration presentations.
- motivation of students in online learning

#### Timely Feedback

When classes are conducted over the Internet, the teacher should provide students with supportive feedback. This approach will be the best motivation for the student in online learning - if any difficulties arise, he will be able to contact the teacher at any time.

In order for students to stay motivated, the teacher must stay in touch 24/7. For daily communication, you can use instant messengers such as WhatsApp or Telegram. If you need to hold a video conference to discuss important issues, a virtual session and an online consultation, then Zoom and Skype are perfect for these purposes.



The game format awakens the desire to learn not only from schoolchildren - adult students are also easier to motivate to take online courses with game elements such as tests, stories, quests and ratings. The goal of gamification is to change people's behavior. In this form, training does not meet with resistance, but on the contrary, it brings positive emotions. The level of motivation of students in the process of online learning depends on the dynamics of the game.

The demand for a distance learning system based on modern computer technologies was determined by the need to implement the principle of open education, expanding the rights of the individual to receive the education and in the educational institution that the future specialist seems more attractive.

Results and discussion. The development of telecommunication teaching aids, such as personal computers with training, control programs, models and simulators, video and audio technologies, the Internet system has changed the nature and possibilities of distance learning. The introduction of computer technology has made it possible to move to a different level of information transfer, has made it possible to create learning tools with powerful interactive capabilities. Modern computer systems can demonstrate multi-variant solutions. Examine, identify errors, give the necessary recommendations, open access to electronic libraries, help in a matter of seconds

The method of problem-based learning is used in the pedagogical process when a student needs to prove something, report on new and necessary moral provisions, in one way or another influence his consciousness and feelings. This method is indispensable in the formation and consolidation of a certain moral quality, attitude or form of behavior, in order to develop the right attitude towards certain actions, in particular, readiness for self-control. The use of the problematic method involves such an organization of the educational space, which involves the creation of problem situations by the teacher and the active independent activity of students to resolve it, resulting in the acquisition of professional knowledge, skills and development of creative abilities.

The method of heuristic conversation, which in turn is one of the modifications of the problematic teaching method. The course leader who uses this method does not simply inform students of ready-made knowledge, but with skillfully posed questions that do not contain a direct answer. makes them, on the basis of the existing stock of ideas, observations, personal life experience, come to new concepts, conclusions and rules. This method has a positive effect on the formation of readiness for independent work, in particular: new information and knowledge are not offered to students in finished form, they must be obtained independently by answering questions or solving problematic tasks;



solving a problem task during a conversation leads to an analysis, comparison, general-ization of already available information, as a result of which conscious, strong, necessary attitudes and knowledge are formed; work on the problem posed should take place under the supervision of the teacher, it is he who states the correctness of certain conclusions, directs the conversation in the right direction.

The method of educational discussion, which is aimed at involving students in an active dis-cussion of different points of view on a particular issue or task, encouraging them to comprehend the argumentation of someone else's and their own position, and stimulating cognitive interest. The use of an educational discussion allows you to fully take into account and use the independent experience of students, contributing to a better assimilation of the material being studied, since in a group discussion it is not the teacher who tells the students what is right, but the students themselves de-velop evidence, making the most of their knowledge and personal experience.

The project method, which involves a certain set of educational and cognitive techniques and actions of trainees, allowing to solve a particular problem as a result of independent cognitive actions and involving the presentation of these results.

Group work on a task that involves a joint search for solutions to certain didactic tasks, dur-ing which students develop reflexive moments of activity, control and evaluation actions, organiza-tional skills, the ability to cooperate, provide mutual assistance and support are formed. When all members of the group are interested in a positive result, united by a single goal, then everyone strives for self-control not only of their own actions, but also to control the actions of their partners in the group. The overall goal (solving a specific task, completing a project) facing group, obliges each stu-dent to take classes more seriously so as not to let the group down and quickly cope with the pro-posed work. In addition, collective activity allows you to quickly identify the mistakes made and find the most appropriate ways to correct them.

The teacher's role in classroom also affects the way students feel :



**Table 1. –Five Teaching Styles**

| Style            | Description   | Advantages   | Disadvantages  |
|------------------|---|--|--|
| Expert           | Possesses knowledge and expertise that students need. Strives to maintain status as an expert among students by displaying detailed knowledge and by challenging students to enhance their competence. Concerned with transmitting information and ensuring that students are well prepared.        | The information, knowledge, and skills such individuals possess.     | If overused, the display of knowledge can be intimidating to inexperienced students. May not always show the underlying thought processes that produced answers. |
| Formal authority | Possesses status among students because of knowledge and role as a faculty member. Concerned with providing positive and negative feedback, establishing learning goals, expectations, and rules of conduct for students. Concerned with the “correct, acceptable, and standard ways to do things.” | The focus on clear expectations and acceptable ways of doing things. | A strong investment in this style can lead to rigid, standardized ways of managing students and their concerns.  |



|                |   |   |   |
|----------------|---|---|---|
| Personal Model | Believes in “teaching by personal example” and establishes a prototype for how to think and behave. Oversees, guides, and directs by showing how to do things, and encouraging students to observe and then to emulate the instructor’s approach.   | The “hands on” nature of the approach. An emphasis on direct observation and following a role model.  | Some teachers may believe their approach is “the best ways,” leading some students to feel inadequate if they cannot live up to such expectations and standards.                  |
| Facilitator    | Emphasizes the personal nature of teacher-student interactions. Guides students by asking questions, exploring options, suggesting alternatives, encouraging them to develop criteria to make informed choices. Overall goal is to develop in students capacity for independent action and responsibility. Works with students on projects in a consultative fashion and provides much support and encouragement. | The personal flexibility, the focus on students’ needs and goals, and the willingness to explore options and alternative courses of action to achieve them. | Style is often time consuming and can be ineffective when a more direct approach is needed. Can make students uncomfortable if it is not used in a positive and affirming manner. |



|           |  |  |  |
|-----------|--|--|--|
| Delegator | Concerned with developing students' capacity to function autonomously. Students work independently on projects or as part of autonomous teams. The teacher is available at the request of students as a resource person. | Contributes to students perceiving themselves as independent learners. | May misread students' readiness for independent work. Some |
|-----------|--|--|--|

Retrieved from:

<http://www.jstor.org/stable/27558675> Factors influencing the interest of students to participate in online courses. Motivation can directly depend on the quality of educational materials used in the process learning. Let's briefly highlight some of them: a clear focus on the final result. The student must clearly see and understand what he is striving for, what competencies he should master by the end of the course: the course should be compressed in time, but at the same time give a fairly voluminous material;

lesson setting for mastering a certain lexical and grammatical material, acquiring reading, writing, speaking and listening skills on a given topic: lesson testing the assimilation of the material. If the student is not coped with the task of this lesson, the next material is blocked and the program returns the student to the previous material:

As the material is studied and worked out, the student should be satisfied and feel tangible progress, i.e. expanding their language abilities, and already from the first lesson to understand how to use the language in communication situations.

Constant contact with the course leader. The student must understand that any question that arises can be answered using the special features of the LMS( learning management systems).

Conclusion. Information technology is the new reality. However, it has penetrated nearly into all aspects of our life that it is impossible to imagine our lives without its assistance any longer. Obviously, the introduction of information technology in educational sphere is not unambiguous, but it is clear that they cannot be ignored; these technologies allow changing education models. They can both discredit them and lead to chaos, as well as bring



innovations and significant improvements. The emergence of massive online courses is based on the implementation of modern educational principles of openness of education, equality of students, globalization of the educational space, etc. The effectiveness of the traditional education system is being called into question, and today online courses challenge this traditional system, attracting millions of participants. However, in order for the online education to be successful, it is necessary to take into account the methodological criteria and the motivational component of the educational process. It is necessary to reconsider the existing traditional models of education in the context of their use in courses on online platforms.

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#### РЕЗЮМЕ

Kompyuter yordamida o'qitish platformalarining mavjudligi tufayli hozirgi vaqtda ta'limni vaqt va masofaviy to'siqlarsiz olish mumkin. Pandemiya davrida ta'limni ta'minlashda texnologiyaning roli har qachongidan ham katta bo'ldi. Hozirgi kunda turli darajadagi ta'lim muassasalari onlayn o'quv platformalarini qabul qilgan holda darsni tashkil etishning an'anaviy usulini o'zgartirdilar. Shu bilan birga, bu sohada harakat qilayotgan o'qituvchilar tomonidan muayyan qiyinchiliklarga duch kelishi mumkin, masalan, onlayn darslarda motivatsiyaning yo'qligi, bu erda talabalar virtual aloqa bilan cheklangan, faqat jismoniy aloqa hissi va yuzma-yuz ta'lim muhitida rivojlanayotgan jamoa tuyg'usidan mahrum. Shuning uchun talabalarni rag'batlantirish va o'rganishga undash usullari so'nggi paytlarda tadqiqotchilar tomonidan katta qiziqish va tadqiqot sohasiga aylandi. Quyidagi maqola, shuningdek, o'quvchilarni rag'batlantirish va onlayn o'quv muhitida faol ishtirokni ta'minlash strategiyalarini izlashga bag'ishlangan.

#### РЕЗЮМЕ

Благодаря доступности компьютерных обучающих платформ в настоящее время получение образования возможно без временных и дистанционных барьеров. Роль технологий в обеспечении



образования была значительна как никогда во время пандемии. В настоящее время образовательные учреждения разного уровня трансформировали традиционный способ организации урока, перейдя на платформы онлайн-обучения. Тем не менее, педагоги, работающие в этой сфере, могут столкнуться с определенными проблемами, такими как отсутствие мотивации в онлайн-классах, когда учащиеся ограничены виртуальным общением, лишены только чувства физической связи и чувства общности, воспитываемого в учебной среде лицом к лицу. Поэтому способы поддержания мотивации учащихся и создания стимулов к обучению в последнее время стали предметом пристального интереса и исследования исследователей. Следующая статья также посвящена поиску стратегий мотивации учащихся и поощрения активного участия в занятиях в среде онлайн-обучения.

#### SUMMARY

Thanks to the accessibility of computer assisted learning platforms, nowadays receiving education is possible without time and distance barriers. The role of technology in providing education has been significant than ever before during the pandemic. Nowadays educational institutions at various levels transformed conventional way of organizing a lesson adopting online learning platforms. Yet certain challenges might be faced by the educators pivoting in the sphere such as lack of motivation in online classes where students are limited to virtual connection only deprived of a sense of physical connection and a sense of community fostered in face to face learning environments. Therefore the ways to keep students motivated and provide incentives for learning have become an area of keen interest and investigation by the researchers lately. The following article is also devoted to seek out strategies to motivate learners and promote active class engagement in online learning environments.