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STUDENTS' MOTIVATIONAL ENGAGEMENT THROUGH DISTANCE EDUCATION

МОТИВАЦІЙНЕ ЗАЛУЧЕННЯ СТУДЕНТІВ ЧЕРЕЗ ДИСТАНЦІЙНЕ НАВЧАННЯ

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ABSTRACT

The paper attempts to make the theoretical background of distance learning methods and highlight their influence on efficient learning. It also analyzes the results of the distance work of undergraduate students on the educational interactive platform Pearson with the development of the primary language skills by modern technologies and methods. The latest global pandemic collapse has presented universities with many educational challenges. The current state of education has filtered the actual preparedness of the higher institutions for flexible adjustments in distance learning. The educators had to adapt to the calls of realia reshaping the educational programs to the distance courses if they hadn't done that before quickly. Although distance learning topic has taken the leading place in modern research, many universities struggled with the smooth transition of their students to the distance learning process. Distance learning has been just gaining momentum, and those universities who have developed facilities for online education have quickly managed to requirements of nowadays challenge. The research reveals the results of the questionnaire given to the first-year students of Physical Rehabilitation and Sports at Sumy State University to define their perception about English online course on Pearson interactive platform. The results in the study reveal the significant relationship between the up-to-date and high technological design and methods in online instructions and development students' motivation and self-organization, which leads to better acquisition and results. Taking into account the principles of designing the motivational course like Pearson interactive platform, the university teachers may use this pattern for creating their online courses using critical thinking exercises, reflective practices, improved IT interface, variety of tasks, adding the competitive elements in the design, which in total will significantly increase the efficiency of distance learning.

Keywords: *distance learning; distance course; university students; undergraduate students; online learning.*

Introduction. The latest global pandemic collapse has presented universities with many educational challenges. The existing state of education has filtered higher education's real preparedness for adaptive distance learning changes. If they hadn't done so before, educators had to adjust to the demands of reality by reshaping educational programs to include distance learning rather quickly. Even though distance learning has assumed the leading position in present-day research, numerous universities battled with their students' smooth progress to the distance learning measure. Distance learning has been simply acquiring energy, and those universities that have created offices for online instruction have immediately figured out how to necessities of these days challenge. This theme has been explored in different present-day specialists' investigations, chiefly benefits in university degree (Graham et al., 2005; Lanier, 2006; Mehdipour & Zerehkafi, 2013; Michau et al., 2001).

Another fundamental issue which gets a handle on the consideration and is simply the essential unclogger to effective schooling in distance learning is self-association (Broadbent & Poon, 2015; Koper, 2005; Moore et al., 2011; Panadero, 2017; Simpson, 2008)

The pandemic circumstance has uncovered the students who have come to college to acquire schooling and those with an absence of self-association and inspiration to examine. The instructors' essential assignment is to track down the appropriate strategies on the Internet to prepare the most effective. Besides, the advanced education framework should train to give both short online courses, since a long time ago run distance training, and crisis far off instructing (Bernard et al., 2009; Hodges et al., 2020).

Subsequently, the writing depicting the fundamental standards of distance learning is copious. However, it doesn't catch all online schooling techniques. More than that, the importance of hypothesis and practice is regularly questionable and not reasonable. The productive components deleting inspiration in this manner making instruction connecting with is basic reasoning and intellectual training, which essentially increment self-association and direct different segments in building fruitful individual work (Duron et al., 2006; Masduqi, 2011; Nosratinia et al., 2015; Thomas, 2011; Wetmore et al., 2010).

In light of the previously mentioned conversation, it is hypothesized that:

H_a: For students in the distance learning course with interactive design, learning is correlated with motivation.

Methodology. This examination's objective population was a sample of first-year university undergraduates of Physical Rehabilitation and Sport resources. As a part of their studying process, they also studied on the Pearson interactive platform during the quarantine lockdown. The unit of analysis was an individual student. There were 15 students in Physical Rehabilitation and 11 students in Sports.

After completing the course, we asked 12 students to fill in the anonymous questionnaire, giving sincere answers to the assessment questions.

The students addressed the inquiries introduced underneath in Table 1, requesting to run their answers on a Likert scale from 1 to 5, where 1 is a

minimal proportion of the quality, and 5 is the most noteworthy point.

To evaluate the education's efficiency, we made a descriptive analysis of the results showing the grades before the quarantine and after this online course.

Table 1. Descriptive Statistics of the Questionnaire's data

Variables/Questions	Minimum	Maximum	Mean	Std. Deviation
Access/Did you have regular access to the computer and the Internet?	2	5	4.00	1.044
Difficult /To what extent did you find this course: easy or difficult?	2	4	3.17	0.835
Individual/To what extent did you do this course individually without help?	4	5	4.58	0.515
Recommend/How probable will you recommend this course to your friends?	3	5	4.17	0.835
Reading/Please evaluate how much development you got in Reading.	3	5	4.08	0.793
Listening/Please evaluate how much development you got in Listening	3	5	4.25	0.622
Writing/Please evaluate how much development you got in Writing.	2	5	3.83	0.937
z	3	5	4.08	0z.515

Since the data sample we have in the research is not very representative, before testing the hypothesis, we check the normality of distribution with a t-test. The results are shown in Table 2.

Table 2. Normality distribution

Variables/Questions	t	df	Mean Difference	95% Confidence Interval of the Difference	
				Lower	Upper
Access/Did you have regular access to the computer and the Internet?	13.266	11	4.000	3.34	4.66
Difficult/To what extent did you find this course: easy or difficult?	13.140	11	3.167	2.64	3.70
Individual/To what extent did you do this course individually without help?	30.834	11	4.583	4.26	4.91
Recommend/How	17.289	11	4.167	3.64	4.70

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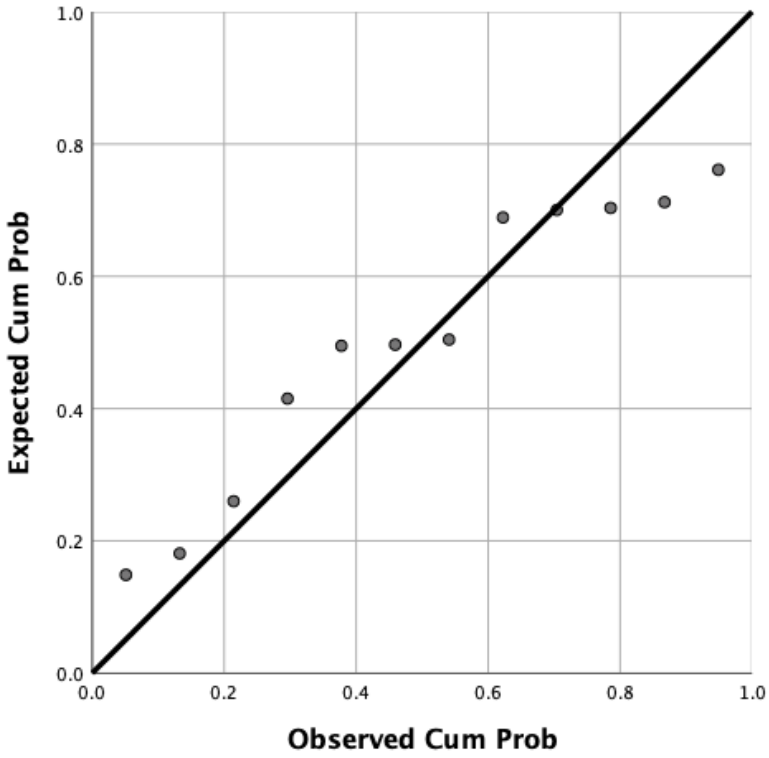
probable will you recommend this course to your friends?					
Reading/Please evaluate how much development you got in Reading.	17.838	11	4.083	3.58	4.59
Listening/Please evaluate how much development you got in Listening	23.685	11	4.250	3.86	4.64
Writing/Please evaluate how much development you got in Writing.	14.165	11	3.833	3.24	4.43
Engagement/How much were you engaged in doing the course exercises?	27.470	11	4.083	3.76	4.41

The results checked the assumption on normality with the significance of a two-tailed t-test.

The normal probability plot illustrates the normality with no drastic deviations.

Figure 1. Normal distribution of dependent variable Engagement.



The following assumption we check is collinearity. Using the SPSS software, we got the VIF values, which for all variables are less than 10 (from 1.238 to 4.656), which indicates that the assumption about the absence of multicollinearity is met. As for the homoscedasticity, this assumption failed, which is explained by a small sample.

The means of accepting our hypothesis about the correlation between engagement as a main factor presenting motivation and other variables is the regression statistic. Using the SPSS software, we applied the linear regression statistic test to accept or not accept our hypothesis. The significance of a p-value is 0.539, which means we can not accept our hypothesis with a confidence interval of 0.95%. But based on the Central Theorem Rule, we take the results as positive.

Conclusions. Having analyzed the reasons of the outcomes and assessed the entire course, we arrived at resolutions that the primary reasoning components and intelligent practices in learning, the likelihood to utilize the brilliant and keen interface of the online office, arrangement of seriousness while doing the undertakings just as the likelihood to put forth incalculable attempts in rehearsing and built up a reasonable interpretation of giving tests have made the instruction more productive and bringing about higher evaluations. This experience has introduced the apparent effective standards in web-based learning: to make distance learning more helpful and energizing to raise the inspiration and self-association, transform the arrangement of appraisal into developmental to have the likelihood to change learning and keep adjustments inside the learning interaction.

The theoretical issues about distance learning successful strategies which create basic reasoning and upgrade inspiration and quantitative strategy examination with objective test make the investigation legitimate and solid somewhere out there learning research field. The examination outcomes uncover the critical connection between the modern and high innovative plan and strategies in online guidelines and improve students' inspiration and self-association, which prompts better procurement and results. Considering the standards of planning the persuasive course like Pearson interactive platform, the college educators may utilize this example for making their online courses applying basic reasoning activities, intelligent practices, improved IT interface, assortment of errands, adding the serious components in the plan, which in absolute will altogether build the productivity of distance learning.

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АНОТАЦІЯ

У статті зроблено спробу зробити теоретичну основу методів дистанційного навчання та висвітлити їх вплив на ефективне навчання. Дослідження аналізує результати дистанційної роботи студентів першого курсу на освітній інтерактивній платформі Пірсон з розвитком початкових мовних навичок за сучасними технологіями та методами. Останній глобальний обвал пандемії поставив перед університетами безліч освітніх проблем. Сучасний стан освіти відфільтрував фактичну готовність вищих навчальних закладів до гнучких змін у дистанційному навчанні. Викладачам довелося адаптуватися до закликів реалій, що переробляють освітні програми, на дистанційні курси, якщо вони не робили цього раніше. Хоча тема дистанційного навчання посіла провідне місце в сучасних дослідженнях, багато університетів мали проблеми з безболісним переходом своїх студентів на дистанційний процес навчання. Дистанційне навчання лише набирає обертів, і ті університети, які розробили можливості для онлайн-навчання, швидко впорались із вимогами сучасності. Дослідження розкриває результати анкетування студентів першого курсу фізичної реабілітації та спорту Сумського державного університету для визначення їх оцінки про онлайн-курс англійської мови на інтерактивній платформі Пірсон. Результати дослідження виявляють значний взаємозв'язок між сучасним та високотехнологічним дизайном та методами в онлайн-інструкціях та мотивації та самоорганізації учнів, що призводить до кращого набуття та результатів. Беручи до уваги принципи розробки мотиваційного курсу, такого як інтерактивна платформа Пірсон, викладачі університету можуть використовувати цей шаблон для створення своїх онлайн-курсів з використанням вправ критичного мислення, рефлексивних практик, вдосконаленого IT-інтерфейсу, різноманітності завдань, додавання конкурентних елементів у дизайн, що в цілому значно підвищить ефективність дистанційного навчання.

Ключові слова: *дистанційне навчання; дистанційний курс; студенти університету; студенти магістрантів; онлайн навчання.*