УДК 378

STUDENTS MOTIVATION IN THE CONTEXT OF DIGITAL EDUCATION TRANSFORMATION

ПОВЫШЕНИЕ МОТИВАЦИИ СТУДЕНТОВ В РАМКАХ ЦИФРОВОЙ ТРАНСФОРМАЦИИ ОБРАЗОВАНИЯ

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Introduction

In the Russian educational system, there has been a significant integration of digital technologies, particularly in the system of higher education. The evolving trends and requirements in the field of teaching and learning have highlighted the significance of empowering individuals to take charge of their own learning and enhancing their motivation [1]. Since new federal standards have changed the ratio of classroom and independent work in all subjects in the direction of increasing students' independent work, this circumstance forces teachers to change the style of work and the organization of learning, and, accordingly, approaches to students' motivation increase. Now a teacher is actively looking for different new forms of interaction with students to increase their motivation – one of these forms is digital technologies and educational possibilities they give [2].

The importance of the problem being studied is in the implementation of new teaching models for students, such as distance learning, hybrid learning, and blended learning, which are causing significant changes in the Russian higher education system. These educational approaches involve a greater emphasis on independent student work. However, most students, with few exceptions, do not actively seek out independence and struggle to adapt to the new balance between independent and classroom work. Many students prefer to be closely supervised by teachers and are unable to work independently, also some students are often engaged in sporadic studying, typically right before practical classes or consultations, so this lack of consistent and in-depth study results in a deficiency of systematic knowledge in the subject.

The ability to learn effectively depends on how well the educational process is structured and how motivated students are for independent work using digital technologies.

The objective of the article is to show the outcomes of a practical study conducted to enhance students' motivation when engaging in independent learning

within an e-learning setting using the LMS Moodle platform, focusing on either technical or humanitarian subjects.

The goal involves solving the following tasks:

1. To describe the systematic usage of social networks in order to increase motivation of students studying be means of blended learning;
2. To describe the systematic blended learning on the LMS Moodle platform to increase students' motivation;

The significance of practical research is in the method developing to use social networks when blended learning teaching in order to increase students' motivation; in developing the systematic approach to organize blended learning in LMS Moodle platform to increase students' motivation; in developing the method for organizing extracurricular activities (quizzes, Olympiads, competitions, quests) in an electronic environment in LMS Moodle platform to increase students' motivation.

Methodology

After examining methodological literature, numerous studies have demonstrated that a person's motivation is the main driving force in training and getting professional qualification. We believe that motivation is a mobile phenomenon that can be influenced to be transformed in order to achieve the desired result [3].

The pedagogical experiment was conducted during 2017-2023 academic years at T. F. Gorbachev Kuzbass State Technical University and 1st and 2nd year students took an active part in the experiment to develop a motivation system.

The purpose of the experiment was to integrate social networks to increase students' motivation; to create a systematic approach to blended learning in LMS Moodle platform to increase students' motivation; to organize extracurricular activities in LMS Moodle platform in order to increase students' motivation. The experiment consisted several stages:

On **the first stage** in order to achieve this goal, social networks were integrated into the educational process. A strategy to organize students' work using social networks has been developed.

It is undeniable that social networks play a crucial role in organizing the educational process at universities. In our view, social networks provide an accessible and convenient virtual platform for students and teachers to interact. They not only compensate for the absence of face-to-face communication but also facilitate various forms of interaction, including written, voice, and video messages.

While conducting the experiment, numerous educators realized that social media platforms could serve as more than just a means for students to share information. They discovered that these platforms can also be utilized for educational purposes. Through teaching and engaging with students, they were able to identify nine different ways in which social media can be incorporated into the educational process.

1. **Preparation.** Social networks (such as Zoom, Discord, BigBlueButton, Skype, etc.) allow to receive and send an invitation to an online class / consultation with the date and time indication.

2. **The additional communication channel.** To participate in an online class on the university's official platform, it is important to have an additional messaging app like Viber, WhatsApp or Telegram to be able to change the place of a class if necessary and easy contact with both teachers and fellow students.

3. **Schedule.** When organizing virtual classes, it is important to consider various factors, such as circumstances in which both a teacher and a student are living.

4. **Instructions.** Creating interaction rules for both teachers and students is important and necessary. Instructions are posted on the teacher's page every week when the interaction is still not clearly developed or there are some problems to discuss.

5. **Stimulation.** The usage of emoticons, animated visuals, and posts highlighting students' accomplishments and triumphs to a wide audience cultivates a sense of healthy competition and a spirit of excellence.

6. **Online work.** Social media platforms provide collective collaboration through live streaming (such as VK, YouTube, Telegram, etc.).

7. **Range of Interest.** Social networks make it possible to post various content on their platform: interesting facts about science, technology, history, including foreign languages.

8. **Creative work.** Educators should take notice of their students' creative pursuits, acknowledge their posts, pictures, and comments to demonstrate that they are important and captivating individuals. This should be done not only as part of their regular duties, but also to recognize their unique creative abilities.

9. **Project work.** The outcomes of different projects can be showcased on social networks to encourage extensive public discussion, thereby enhancing students' engagement and drive.

Since T. F. Gorbachev Kuzbass State Technical University implements digital technologies in education by means of LMS Moodle platform, a system to increase students' motivation for independent work in the LMS Moodle was developed **on the second stage** of the experiment.

To increase students' motivation, to organize students' independent work on the LMS Moodle platform a number of principles were worked out:

1. **The principle of comfort.** Since the digital environment and system of e-learning are familiar and close in spirit for modern generation, it becomes a motivating factor. You should start working by creating a community, group, or forum in an electronic course that can exist throughout the whole period of study and be comfortable and cosy places for any student to stay and work.

2. **The principle of encouragement.** There is a ‘Board of Honour’ in the electronic course, presentations of successful graduates of the course and activists with certain achievements in academic and social activities are placed there. Out-

standing students are rewarded with virtual badges for each type of well-performed activity; it also motivates students for active and competitive work.

3. **The principle of digital footprint.** There is a possibility that students do not complete tasks themselves, so in order to make students work honestly the university must have digital footprint service.

4. **The self-control principle.** The course work schedule allow students to plan their work and time to meet the deadlines for gaining necessary score; it drives students to work and develop their time management skills.

5. **The principle of transparency.** The concept of transparency is applied through a system of criteria that allows all students to see how their tasks will be evaluated. This ensures that the evaluation process is fair and clear to everyone.

6. **The principle of feedback** This principle creates a sense of assurance for students, as they know their work will be assessed and they will receive comments and recognition for their efforts.

The results

Nine options for working with social networks for organizing the educational process were identified in the result of the experiment. The use of social networks by teachers has proven to be effective in organizing students activities and maintaining their engagement during learning. Additionally, social networks have provided a platform for students to express themselves in extracurricular activities. The interaction between all participants in the educational process has undergone changes in both format and style, becoming less formal but equally dynamic. Six principles of systematic work of blended learning in the LMS Moodle platform are formulated which increase students' motivation to work independently.

Conclusion

The use of digital technologies change the traditional paradigm of engineering education to an innovative model, which fundamentally changes the functions of the participants in the process. Thus, a teacher becomes an organizer, a moderator and a motivator of the student’s activities both in the university and outside. The future prospects of the research are related to the modern technologies for assessing the quality of electronic courses and the methodology for evaluating students’ work in an electronic environment.

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