Study on The Motivation and Needs of Students For E-Learning at A University

Исследование Мотивации и Потребностей Студентов в Электронном Обучении в Университете

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Abstract

Currently, we live in the age of information technology, which greatly simplifies the life of a modern person. To obtain any information of interest, you do not need to put special efforts, as before, it is enough to simply drive a query into the search bar of the browser and select the source of this information. Progress does not stand still: in recent years there has been a huge leap that allowed you to carry "the Internet" directly with you in your pocket.

In such centripetal conditions, the attitude towards knowledge itself, the carriers of this knowledge, sources of knowledge, etc., is changing. The need for study throughout a person's life is growing, becoming a necessary condition for a competitive professionally competent person in the labor market. In this situation, the urgent and leading task of higher education is to create sustainable internal motivation in students and the need for lifelong

Аннотация

в настоящее время мы живем в век информационных технологий, который значительно упрощает жизнь современного человека. Практически каждый человек использует Интернет в той или иной степени, и, конечно, с каждым годом становится все сложнее отказаться от этого современного явления. Прогресс не стоит на месте: в последние годы произошел огромный скачок, который позволил вам носить «Интернет» прямо с собой в кармане.

В таких центростремительных условиях отношение к самим знаниям, носителям этих знаний, источникам знаний и т.д. меняется. Потребность в обучении на протяжении всей жизни человека растет, становясь необходимым условием для конкурентоспособного профессионально компетентного человека на рынке труда. В этой ситуации неотложной и ведущей задачей

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education through competitive and affordable e-learning, as well as maintaining continuity in the reproduction of new teaching staff.

Innovative e-learning in terms of its properties, content, parameters of the provision of educational services in modern conditions is becoming popular among young people, as it allows you to combine production activities and receive additional professional education, undergo professional retraining, improve and update the existing level of qualification, as well as use the resources of e-learning for the purpose of teaching and other practice. This determines the relevance of research aimed at identifying students' motivations and needs for accepting novelty, obtaining of higher professional education and lifelong education through e-learning.

Keywords: e-learning, distance learning, motivation, needs, student-bachelor-teacher, competitiveness of graduates, continuing education, additional professional education.

высшего образования является создание устойчивой внутренней мотивации у студентов и необходимость непрерывного образования посредством конкурентоспособного и доступного электронного обучения, а также поддержание преемственности в воспроизводстве новых преподавательских кадров.

Инновационное электронное обучение с точки зрения его свойств, содержания, параметров предоставления образовательных услуг в современных условиях становится популярным среди молодежи, так как позволяет совмещать производственную деятельность и получать дополнительное профессиональное образование, проходить профессиональную переподготовку, совершенствовать и обновлять существующий уровень квалификации, а также использовать ресурсы электронного обучения для целей преподавания и другой практики. Это определяет актуальность исследований, направленных на выявление мотивации студентов и потребностей в принятии новизны, получении высшего профессионального образования и непрерывного образования посредством электронного обучения.

Ключевые слова: электронное обучение, дистанционное обучение, мотивация, потребности, студент-бакалавр-преподаватель, конкурентоспособность выпускников, непрерывное образование, дополнительное профессиональное образование.

Introduction

All spheres of social and industrial activity attract competent, proactive, creative people, originally thinking, finding a way out of non-standard situations, showing independent thinking, creative activity, and readiness for lifelong education and self-education for the implementation of the given tasks. This fact is documented in the new Federal State Educational Standard of Higher Education (FSES HE). The development of modern education is carried out in line with the innovative processes that are determined by the functioning of regulatory documents, first of all, by the Federal Law of December 29, 2012 No. 273-FZ "On Education in the Russian Federation", the Federal State Educational Standard for Higher Education and others. The modern system of higher education in Russia is focused on the development and

training of a diversified, creative, socially active personality of a future highly qualified specialist (Yadrov, 2017, p. 130). So, for Russian students studying under the FSES HE undergraduate programs, it is planned to form a universal competency in them, defined as "the ability to manage one's time, build and implement a self-development trajectory based on the principles of lifelong education".

The modern higher education system of the Russian Federation has in its luggage a wide range of forms and methods that allow introducing into the pedagogical practice the whole range of knowledge, skills, competencies that maximize the disclosure and use of the creative potential of the personality of each student (Bryantseva, 2010, p. 203). Nevertheless,

we recognize that balanced knowledge, abilities, skills are a necessary, relevant, but not sufficient condition for the formation of the graduate's personality: important are the desire and ability to realize the formed knowledge, abilities, skills and so on both in professional activity and in everyday life for continuous self-development and self-realization (Bykovskaya, 2018, p. 210). A change in the modern educational paradigm necessitates the search for innovative means of pedagogical impact that are adequate to the ideas of the new time (Vittenbek, 2013, p.71). They will make it possible to more effectively organize the learning process, through which it becomes possible for students to form personality traits necessary for survival in a competitive market environment, such as optimism, creativity, creative activity, self-esteem, self-worth (Yadrov, 2016, p. 322).

The article reviews the results of an empirical study of the motivations and needs of Russian students (on an example of Moscow State Regional University (hereinafter referred to as "the University"), the authors proceeded from the analysis of building a personality profile of a student-bachelor-teacher, who undergoes the training at the University, is motivated to studying, gaining knowledge, skills, competencies, sees the need in this.

To conduct an empirical study, a diagnostic technique of the emotional orientation of the person was used (Fetiskin, Kozlov, Manuylov, 2002), a method for diagnosing the level of empathic abilities V.V. Boyko (Raygorodsky, 2011), a questionnaire of activity styles "SD 36" A.D. Ishkova and N.G. Miloradova (adaptation of the questionnaire Learning Styles Questionnaire by P. Honey and A. Memford) (source – http://persona.mgsu.ru/Sklad/sd-36.htm UNESCO ICT), the questionnaire "Is distance learning suitable for me?" (*Based on the test "AreDistance_LearningCoursesforMe?",Center forIndependentLearning - source – http://www.cod.edu/dept/CIL/CIL_Surv.htm*), as well as independently developed questionnaires with questions, we will conditionally call them, as diagnosis No. 1 - on the needs of students / graduates, diagnosis No. 2 - on the attention and observations of students / graduates, diagnosis No. 3 - on the style of students / graduates, diagnosis No. 4 - on the attitude of students / graduates to electronic (distance) learning.

The study showed that students-bachelors-teachers have a certain motivational potential and learning needs using electronic forms of training,

they are ready to continue their education after they graduate from a higher educational institution (University) (as a whole for the sample). Nevertheless, graduates have a higher level of motivation and a need for additional professional education through electronic (distance) education, in comparison with students-bachelors-teachers, and a high motivation for teaching using electronic forms of training. The highest general severity of characteristics of a motivational personality is revealed among students-bachelors-teachers of young men, based on gender characteristics. They have a higher level of severity of the needs of motivation to receive education using e-learning, compared to girls. Nevertheless, among graduates of girls, a higher level of severity of the needs of motivation to carry out teaching activities using e-learning is noted than among graduates of undergraduate boys. The study identified both positive factors and limiting the abilities of students to express the needs and motivations for e-learning, which allowed us to identify the main directions of the application of pedagogical efforts to increase the motivation and needs of students / graduates of the University for learning using electronic forms of training (digital technology).

A modern teacher must move "in one leg" with the achievements of civilization in order to be relevant, interesting for his students, to live with them "on the same wavelength", only under such conditions this mutual productive process - "student-teacher" is possible (Ivanova, Logvinova, Shirkova, 2018). A traditional school should always remain in the foundation of constructing educational methods for the high-quality assimilation of material, but only with modern digital technology, because to modern students it is curious, visual, interesting and ultimately more productive (Yadrov, 2008).

From all this it follows that the current generation of children, students - students from almost childhood - gets the opportunity to use the fruits of modern information technology, and the Internet is closely invading their lives. This circumstance, undoubtedly, must be used in modern approaches to education, since an electronic resource in any case has more opportunities for information and encyclopedic meanings than the most knowledgeable and wise teacher - this is a modern fact.

Consequently, among the many tasks facing the University, the highest task, in our opinion, based on the corresponding direction of training, the nature, content and volume of knowledge, skills

in training, is not only the formation of practic-oriented competencies in students, but and the creation of needs in sustainable internal motivation to a constant desire for self-knowledge, self-development (Vittenbek, Bryantseva, 2018, p. 237). Thus, the foregoing determines the relevance of the goal set by the authors in this study - to investigate and analyze the level of students' motivation and needs for e-learning at the University and justify approaches to activate these needs in a university.

Method

The study of the motivation and needs of students for e-learning at the university is relevant, as it explains the moving flows of behavioral students' strategies, shows the explanatory side of their subject of need, their conscious motives and the need for a specific and individually unique situation in order to build new educational proposals and trajectories from the university.

Describing an empirical study, the authors will focus on some terminological concepts in the analysis of the problem under consideration. First of all, it is necessary to clarify the terms "e-learning", "distance learning". E-learning (Electronic Learning) is a concept that is broad in its essence and includes the concept of "distance learning"; it is a learning system using information and communication electronic (distance) technologies. The electronic (distance) learning includes: - an independent work of a student with electronic materials, using the Internet and multimedia tools (personal computer, laptop, macbook, netbook, PDA, mobile phone, smartphone, gadget, DVD player, TV and others); - an ability to receive feedback - consultations, recommendations, comments, suggestions, advice, assessments from a geographically remote expert teacher, tutor, the possibility of remote interaction with him; - a creation of a community of users of social networks conducting a common virtual educational and cognitive activity; - a round-the-clock delivery of electronic training materials, content to the consumer; standards and specifications for e-learning materials and technologies, distance learning tools; - a formation and an improvement of the information culture of all representatives of the group and their mastery of modern information and communication technologies, an increasing of the efficiency of their daily activities; - a development and a popularization of innovative pedagogical technologies; - an opportunity to develop educational web resources; - an opportunity at any time, anywhere to get modern knowledge located in an accessible place in the world; - an accessibility of higher education to people with special educational needs and to people with disabilities (limited health).

E-learning incorporates electronic textbooks, educational services and technologies implemented through the use and operation of computers in education, e-learning does not exclude face-to-face communication with a teacher; the most famous "systems" in e-learning are distance learning systems, or in short, DLS. The term is so widely used that it is often regarded as a complete synonym for e-learning, that is, "implement e-learning" is equivalent to "acquire and configure an DLS".

If we consider the genesis of the phenomenon of e-learning, we can distinguish three stages of its formation and development: stage 1 - when courses were created on CD-ROM media; Stage 2 - distance learning from teachers; Stage 3 - e-learning using special interactive programs, often on special media (electronic textbooks). Of particular note is the form of training - massive open online courses that allow you to simultaneously train hundreds of thousands of students.

The concept of modern-style e-learning has developed along with other technologies of the Internet, it suggests the possibility to download additional materials from almost any place and using any resource, that reinforce the theory obtained with electronic manuals; transfer the completed task; consult with a teacher. The main thing is that the electronic program media supports all functions. At the moment, the development of e-learning directly depends on the development of media, but electronic textbooks that fully reveal its potential are still under development.

Allowing to use the resources of the Internet in training, you must immediately keep in mind what this can lead to. You need to be prepared, and also explain in advance which sites are recommended to be visited, and on which topics you should give a complete or partial ban, because on the network you can find absolutely everything. It is advisable to keep everything in sight so that it is possible to react in time if something goes wrong. Of course, most people use the Internet for entertainment, whether it's computer games, social networking, watching movies or cartoons, someone can do their homework, write reports, essays and so on, using the Internet you can learn foreign languages, master playing a musical instrument. The

Internet allows you to keep abreast of events taking place in the world, makes it possible to discuss the important things with those who live far away, even in another country.

We used both direct methods using questionnaires, personality questionnaires, and projective methods, when diagnosing the motivation and needs of university students. It should be noted that if, when using personal questionnaires in the work, students' answers were accompanied by elements of social fraud, then projective methods were difficult to interpret, did not lend themselves to unification and standardization, and also had low retest reliability, so they were carried out in several stages.

So, talking about e-learning, we can draw the following conclusions:

1) Without leaving home, the student can observe various types of art, whether it be painting, music, architecture, various literature, cinema, theater and more. The possibilities are almost endless, and what is happening on the screen can cause delight and give other positive emotions. Explore the modern wildlife, see the rarest creatures, as well as representatives of extinct or almost extinct species. Previously, all this was available only in various encyclopedias, including libraries. Now it's worth entering the necessary query, as all the information appears directly on the screen, at arm's length. Pictures, photographs from various exhibitions, a dance number. Of course, thanks to the Internet, you can learn a lot of useful things. This fact certainly works positively for the teacher;

2) Serious help in learning: the answer to almost any question can be found on the net. The main thing is not to allow the use of resources with ready-made answers - "decision-makers", because there is no benefit from thoughtless cheating. Using the Internet, you can find the biography and work of any famous poet, writer, scientist;

3) Communication by interests and interaction. The Internet allows you to find friends by interests, chat with peers living in another city or country. In case of illness, you can contact the teacher and find out what happened at the seminar, what homework was given, and the Internet helps closed people in communications. It often happens that writing to a person is many times easier than saying something live in a real meeting. The Internet helps overcome shyness and self-doubt. Communicating with different people, a person learns something new, including various tips and help in certain situations. It is possible that after a long conversation on the network a person will become more confident during real meetings. Of course, there are reverse cases;

4) For people with disabilities, the Internet can become the main conductor in the real world of knowledge, learning. Unable to travel, leave home on their own, the student receives all the necessary information that he is interested in and with the help of a worldwide network;

5) Various programs, quests, games that help develop logically, train memory and perception, thinking and attention, learn foreign languages;

6) Information and communication technology is constantly evolving. The Internet will help in the acquisition of various skills that can be useful both in training and in future professional activities. Indeed, much can be of great benefit in training and motivate the need for training. E-learning must be used in modern education.

E-learning has a number of advantages compared to traditional, which, in turn, boosts the need among students-teachers-bachelors, for such training, which is expressed in the following features: a) in freedom of access, since the student can perform tasks, listen to the lectures of the teacher in almost any convenient place, also without interruption from performing professional tasks at the main job; b) in the applied flexibility in learning, because the sequence, as well as the duration of the study of lectures, teaching materials, the student chooses independently, fully adapting the entire learning process to their individual capabilities and needs; c) in potentially equal educational opportunities, since education becomes independent of the quality of teaching in a particular institution of higher education. Due to the high competition, everyone is trying to make their training programs as high-quality and useful for students / listeners as possible. In 2012, the Federal Law "On Education in the Russian Federation" was adopted, which regulated and approved the requirements for the use of electronic (distance) technologies when studying in Russia, so the

main thing in conducting educational activities is the availability of permits from a higher educational institution; d) in the ability to develop, improve, as users of electronic courses form their skills, knowledge, competencies, in accordance with the latest modern technologies and standards, which, in turn, are also updated in a timely manner and promptly; e) in the ability to determine the criteria for assessing knowledge, since in e-learning, as a rule, clear criteria are set for assessing the knowledge received by the student in the learning process; f) in reducing of training costs, since often full-time continuing education courses are held in large cities, which implies the cost of travel, accommodation, separation from work. With e-learning, the only additional cost is to pay for the Internet, the student does not bear the cost of teaching literature.

In e-learning, the following terms are important that a student must possess and develop them for successful training: motivation for learning, the need for training, self-development, self-improvement, self-realization, self-actualization, self-expression, desire for new knowledge, dynamism, flexibility, openness to the world, ability to purposeful activities, to the development of positive qualities of personal development and the eradication of negative and negative experiences, character traits, personality traits and etc (Slinkova, Pastukhova, 2017, p. 38). Conscious purposeful activity of a student to develop his cognitive abilities, positive qualities: openness to new experience and focus on self-improvement - should continue throughout life -

continuously (Khutin, 2014, p. 66). A person fully develops only in the case of the desire for knowledge and awareness of something new and improvement on this basis. The lack of motivation and the need for knowledge leads to an unwillingness to change oneself, to get rid of the negative traits of character and qualities that form a negative life experience and prevent one from living a full, dignified life. An increase in motivation is facilitated by an awareness of the need for the constant and continuous development of one's inclinations, abilities, personality traits and qualities in order to increase the level of modern life.

Results and discussion

An empirical study of the motivation and needs of Russian students was carried out on the basis of Moscow State Region University (MGOU). MGOU has been leading its history since 1931, mainly residents of Moscow and the Moscow Region study at the University.

In the course of the experiment, we tested the hypothesis about the relationship between the student's readiness to learn using electronic learning tools and the emotional orientation of the person, the level of empathic abilities, and the style of activity (Table 1).

The study involved bachelors of the full-time department of the Psychology Department of MGOU, students enrolled in the program "Preschool Education", "Primary Education" in the amount of 517 people.

Table 1: Diagnostic Scales

Emotional orientation of personality	Empathic Ability Level	Activity Styles
Altruistic orientation	Rational channel of empathy	Pragmatist
Communicative orientation	Emotional channel of empathy	Reflective
Gloristic focus on self-affirmation	Intuitive Empathy Channel	Theorist
Practical focus - the joy of the work process	Empathy-promoting settings	Activist
Pugnostic orientation - the joy of overcoming dangers	Penetrating Empathy	
Romantic orientation	Empathy identification	
Gnostic orientation		
Aesthetic focus		
Hedonistic focus		
Akhizative orientation on accumulation		

The obtained empirical data was subjected to correlation analysis, which revealed negative correlation connections between the student's level of readiness to study using distance technologies and the following diagnostic indicators (Table 2):

Table 2: Significant correlations between the level of readiness for learning using distance technologies and scales of diagnostic methods

		Pugnetic orientation	Intuitive Empathy Channel	Activist	Readiness for distance learning
Pugnostic orientation	Pearson Correlation	1	.307	.324*	-.352*
	Value (2-sided)		.054	.041	.026
	N	40	40	40	40
Intuitive Empathy Channel	Pearson Correlation	.307	1	.525**	-.425**
	Value (2-sided)	.054		.001	.006
	N	40	40	40	40
Activist	Pearson Correlation	.324*	.525**	1	-.439**
	Value (2-sided)	.041	.001		.005
	N	40	40	40	40
Readiness for distance learning	Pearson Correlation	-.352*	-.425**	-.439**	1
	Value (2-sided)	.026	.006	.005	
	N	517	517	517	517

*. The correlation is significant at the level of 0.05 (2-sided).
**. The correlation is significant at the level of 0.01 (2-sides).

1. Pugnostic orientation of a person - satisfaction from overcoming of dangers. We can conclude that a student who has a high level of readiness for learning using distance technologies experiences low satisfaction from overcoming of dangers.
2. An intuitive channel of empathy. It testifies to the inability of a student with a high level of readiness to learn using distance technologies to see the behavior of partners, to act in conditions of a lack of initial information about them, based on experience stored in the subconscious. Presumably dependent on evaluative stereotypes.
3. A negative correlation with the type of activity "Activist" indicates that a student with a high level of readiness for learning using distance technologies is not impulsive, an introvert not aimed on searching for sensations. He is slowly and not fully involved in any activity. He is secretive, not friendly, has a low level of enthusiasm, does not like to try everything "here and now" with his own hands and is reluctant to participate in experiments, trying to calculate all the consequences before doing anything. Presumably, such students have problems in communication, interaction with other people, for a long time they can engage in slow, methodical work.

Let's describe the personality of the student who received the maximum value on the scale of readiness for e-learning in the framework of the proposed approach.

- Emotional orientation of personality (Diagram 1):

Altruistic orientation =5. The student is disposed to prosocial behavior, for the benefit of others, not designed for an external reward.

The communicative orientation of the personality of the student who received the maximum value on the scale of readiness for distance learning = 4, indicates his interest in interpersonal communication, manifested in professional activities.

Gloristic focus =0. The need for self-affirmation of the student is at an average level. The student does not pursue fame and honor, but these motives are not indifferent to him.

Practical focus =5, the student has valuable experiences from the implementation of the activity that he needs by himself.

Pugnostic orientation =-1. Low level of need to overcome the danger, on the basis of which there is no interest in the fight.

Romantic orientation =3. He is interested in everything mysterious and unusual, slightly above average.

Gnostic orientation =5. He has a certain interest in solving complex problems. The desire to understand and solve complex issues.

Aesthetic focus =8. A high level of aesthetic orientation is interesting, the student has a pronounced interest in works of art, strives for aesthetic harmony with the world, to experience a sense of beauty.

Hedonistic focus = 4. The student has a need for physical and mental comfort at a level slightly above average.

Akhizative orientation = 3. At the same time, there is some thirst for accumulation, collecting things that goes beyond the practical need for them.
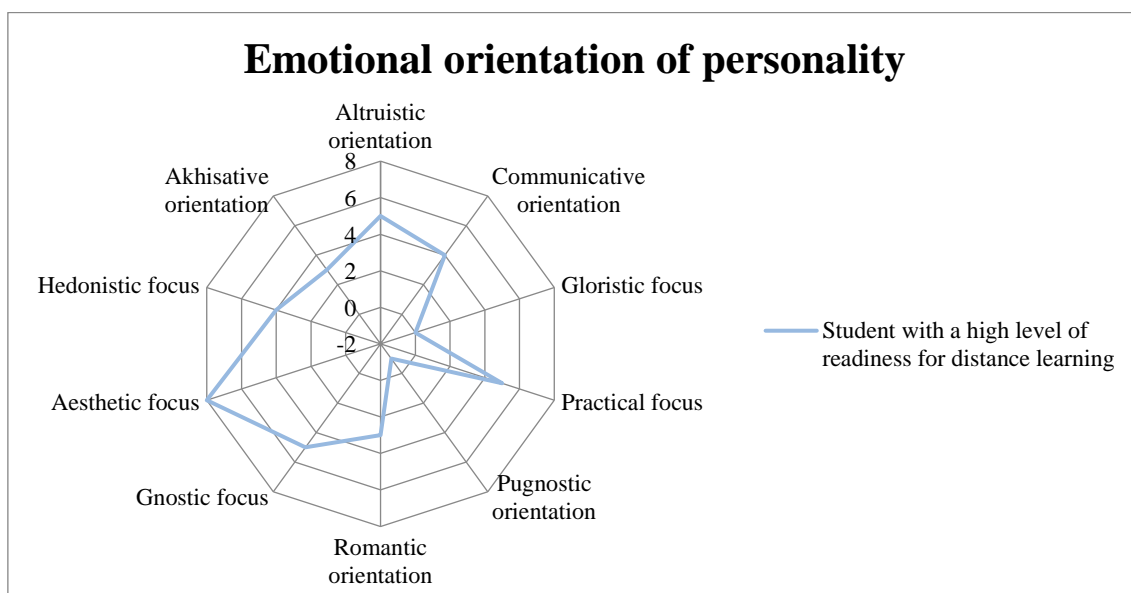

Diagram 1. Emotional orientation of personality

Rational channel of empathy = 3. A conscious focus on another creature in the absence of logic and motivation of interest at an average level, the student is not attracted by the fact of the existence of the subject and its features.

Intuitive Empathy Channel = 2. The ability to intuitively anticipate a partner's behavior, act without having enough information about him, relying on a low level subconscious.

Empowering or inhibiting attitudes =3. The effectiveness of empathy is at an average level, the student does not try to avoid personal contacts, but does not seek them on purpose, considers it inappropriate to show curiosity to another person, convinced himself to calmly relate to the feelings and problems of others. Such attitudes sharply limit

the range of emotional responsiveness and empathic perception.

Penetrating Empathy = 4, at an average level, it can be regarded as an important communicative property of a person. A student with an average level on this scale will not be able to create an atmosphere of openness, trust, intimacy.

Empathy identification = 4. An indispensable condition for successful empathy. The basis of identification is the ease, mobility and flexibility of emotions, the ability to imitate. An average level on this scale means difficulties in understanding the other on the basis of empathy, putting oneself in the place of a partner.
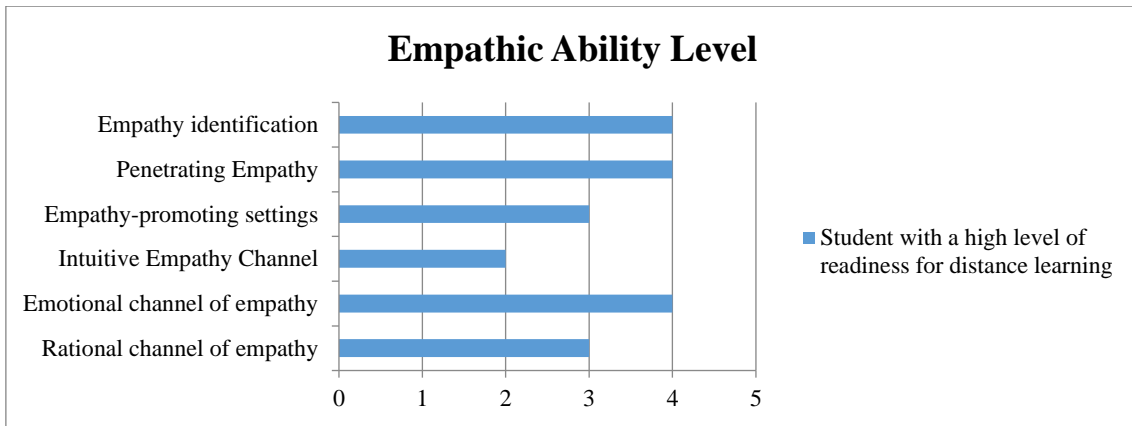
Empathic Ability Level

Diagram 2. Empathic Ability Level

Pragmatist = 3. Intermediate level. Sometimes he seeks opportunities for the practical application of ideas, theories and methods. He works on ideas that attracted him at the middle level. He can think and discuss for a long time, it is not so important to find the most effective way to implement what he has learned. He does not see the need to choose the shortest solutions to problems. He does not look at new problems as new ways of moving forward.

Reflecting = 5. Lives on the principle of "expect and see." Usually tends to stay away from activity in order to be able to carefully consider the situation and consider it from different points of view. For his thoughts, he uses data that he collects on his own and receives from other people. Scrupulous selection and analysis of experimental data is of fundamental importance, often delaying the adoption of the final decision until the last moment. Before taking action, he prefers to consider all the nuances and subtexts. Probably does not give the first answer that comes to mind, he needs more information and needs reflection. Sometimes does not understand what needs to be done, and therefore consults with other people, trying to find out their opinion. His slogan: "I want to think about it."

Theorist = 5. On the basis of observation and reflection of experience, it sometimes forms very complex, but correct, from the point of view of logic, theory. He tries to classify and put all disparate facts and observations into a rational scheme. Tends to build fundamental assumptions, theories, models, and systems thinking. Theorists learn through abstract conceptualization; they try to form an all-encompassing logical system. In solving problems, they move forward step by step.
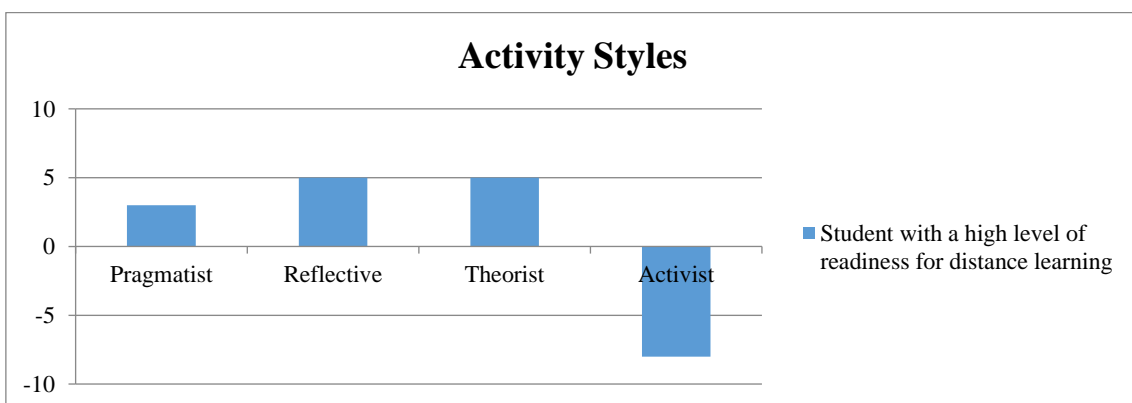
Activity Styles

Diagram 3. Activity styles

Findings

Summing up the study, we note that in general students of the MGOU have a certain motivational potential and the need to study using electronic (distance) forms of education, they are ready to continue their education after graduating from a higher educational institution. Among the positive factors should be called, first of all: the desire for creativity; commitment to the values characteristic of a motivational personality; recognition of the value of the current moment of life; sufficiently developed needs for knowledge; high level of motivation and the need for additional professional education through e-learning. The highest general severity of characteristics of a motivational personality was revealed in the youngest group of respondents (under 20 years old). Students-bachelors-teachers of young men have a higher level of severity of the needs of motivation to receive education using e-learning, compared with girls. However, girl graduates of undergraduate students have a higher level of severity of the needs of motivation to carry out teaching activities using e-learning than boy graduates of undergraduate.

At the same time, during the study, factors were identified that significantly limited the capabilities and abilities of students of the MGOU. These include, first of all: a low level of spontaneity; a predominantly negative outlook on human nature; a low level of autosympathy and contact, characteristic of mainly girls. The features of the manifestation of needs and motivation for electronic (distance) learning revealed during the study allow us to identify the main areas of application of pedagogical efforts with the aim of increasing the motivation and needs of students / graduates of the University for learning using electronic forms of training, for constant and continuous improvement, and raising the level of qualification through e-learning with the aim of continuing education - postgraduate additional professional education, continuing education throughout their lives, as well as the implementation of the teaching activities with the use of e-learning (digital technology) by the graduates of undergraduate.

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