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EDITORIAL

MANAGEMENT OF STUDENTS' LEARNING ACTIVITIES BY MEANS OF DISTANCE LEARNING: MOTIVATIONAL ASPECT

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Abstract

The article is devoted to solving the problem of discrepancy between the traditional practice of using distance courses in high school and the potential of their application to solve the managerial tasks of motivational content. The purpose of the study is to determine the requirements of the management representatives of training in high school for distance courses as a means of forming students' motives for learning and opening opportunities for their realization, the achievement of which requires prior study of relevant theoretical materials and practical experience. These requirements are considered at four levels of government. The level of pedagogical management (of a teacher) meets the requirements regarding the formation of students' motivation for different types of educational activities, mastering the training course in general, etc.

Keywords

Distance learning – Distance course – Student – Management – Motivation

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Research relevance and problem

Training of a modern specialist takes place in conditions of intensive growth of new knowledge, creation of new technologies and equipment. These circumstances, in turn, affected the external and internal features of the educational process in higher education, prompting the rapid development of information and communication technologies. These technologies have gained the value of both a tool and a subject of training, forming broad prospects for further use. In particular, these prospects relate to the solution of management issues at various levels of the management system of higher education institutions to improve the state of activity and success of future specialists. At the same time, modern practice of using information and communication technologies as a pedagogical tool often allows us to observe only partial implementation of management functions in higher education (organizational and control functions are usually predominant), which limits the implementation of management functions at the system level and does not allow us to fully implement, for example, the possibility of distance learning to motivate students. Thus, there is a discrepancy between the traditional practice of using distance courses in higher education and the potential for their use to solve management problems of motivational content, which causes a certain scientific problem. Ways to solve this problem we will look at the example of using a distance course as an auxiliary when studying a traditional classroom course by full-time students.

The purpose of the article: to determine the requirements of representatives of the management of training specialists in higher education before distance courses as a means of forming students' motives for learning and to reveal the possibilities of their implementation.

The objectives of the research: to study the theoretical foundations and practical experience in the formation of educational motivation among students, including by means of distance learning, which is presented in scientific and information sources; to determine the requirements for distance courses, due to the needs of University management for the formation of students' motivation to learn, and to outline ways to implement them.

The research techniques are as follows: theoretical analysis, simulation, generalization, forecasting, mathematical statistics techniques (Pearson correlation coefficient).

Results

The theory and practice of forming of educational motivation of students using distance learning courses.

The issues of management of students' educational activities can be considered only in the context of the General theory of management and the theory of educational management. Each of them provides for mandatory performance of motivational functions by management entities. In particular, Mescon, Albert, and Khedouri (1988) insist on this as indisputable classics of management theory, revealing its specificity and significance. Certain scientists study the motivational component of educational management and study, for example, the motivational environment of an educational institution[1].

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[1] A. A. Kharkivska, Theoretical and methodological foundations of management of innovative development of higher educational institution (Luhansk: 2012).

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A huge number of works are devoted to the study of the phenomenon of student motivation to study. In particular, there are different approaches to the definition of the types and classifications relevant motives, and the analysis indicates the dependence of learning motivation on features of the educational process, in which the motifs are formed of different content – informative, personal, professional, social, communicative[2]. Thus, the creation of appropriate educational conditions should be the target of the educational policy of University management, which is implemented, including with the help of developers of distance courses.

In the context of studying the possibilities of realization of the educational management of the motivational function by means of distance learning, we will consider examples and approaches to the formation of educational motivation in students in modern university practice. In particular, we note a study by researchers at the University of Missouri at Science, which identifies certain trends in the evolution of the impact of teaching methods on student motivation[3]. Researchers have shown that the implementation of tools that meet the individual preferences of the student, influences his motivation. Other tools include TED-Ed lessons, Scoop.It, Quizlet, etc. TED-Ed is a website where educators can create and distribute lessons with students, Quizlet is a website that provides learning tools for students (these learning tools include: flashcards - review the material by shuffling / randomizing; learn mode - track correct / incorrect answers to focus study time on ones student missed, speller mode - challenge the student to type the auditory message they receive; test mode - randomly generates tests based on the student's flashcard set; scatter - student races against the clock by dragging and matching terms with the correlating definition; space race - the student types in the answer as the term/definition scrolls across the screen), Scoop.It incorporates the benefits of social networking sites and educational real-world applications. As we can see, all these modern tools can be fully implemented in an environment of distance learning, which emphasizes its importance for students to develop educational motivation.

Other studies speak of the need to involve students in learning activities by applying forms and methods of active learning[4], ensuring the attractiveness of the learning material, its diversity and curiosity[5], creating learning content that corresponds to the values and goals of students, and using motivational feedback[6], which is undoubtedly important when designing distance courses.

Scientists distinguish between extrinsic and intrinsic motivation of students[7]. At the same time, the teacher must rely on both of these types of motivation and apply

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[2] O. S. Kocharian; Ye. V. Frolova and V.M. Pavlenko. Structure of students' educational activity motivation (Kharkiv: M.E. Zhukovsky National Aerospace University "Kharkiv Aviation Institute". 2011).

[3] E. A. Cudney y J. M. Ezzell, "Evaluating the Impact of Teaching Methods on Student Motivation", Journal of STEM Education, Vol: 18 num 1 (2017): 32–49.

[4] A. Silveistr y M. Mokliuk, "Motivating student learning as a psychological and pedagogical problem, Naukovi zapysky", Seriia: Problemy metodyky fizyko-matematychnoi i tekhnolohichnoi osvity, num 5 (2016): 156.

[5] I. Z. Levandovska y O. V. Dudar, "Formation of positive motivation of learning a foreign language in students of higher educational institution", Molodyi vchenyi, num 5 (2016): 364.

[6] J. M. Malouff; S. E. Rooke; N. S. Schutte; R. M. Foster and N. Bhullar, Methods of Motivational Teaching (Biddeford: University of New England, 2008).

[7] L. K. Baranek, The Effect of Rewards and Motivation on Student Achievement, Masters Theses. Grand Valley State University. 1996. Available at: http://scholarworks.gvsu.edu/theses/285

appropriate techniques for its formation. Extrinsic Motivation Techniques include grades, rewards, praise, punishments, public recognition and phone calls home[8]. Creating conditions for the formation of internal motivation should be based on the needs of the student, which include Basic Needs, Love and Belonging, Power, Competence, Freedom[9]. The researchers identified a number of relevant teacher techniques that should help meet these needs: linking the new learning with the past sop, awareness of goals and goals, knowledge of the results and progress, praise and reproof, reward and punishment, ego involvement, use of affective methods, aids and devices in teaching, offer choices, provide a secure environment, teach them managing their tasks, etc.[10] We agree with the proposed approaches and techniques and believe that all of them can be implemented in both classroom and distance learning. Therefore, the design of the latter by the University management should be subject to appropriate requirements, and its implementation may include traditional communication activities, which will effectively ensure the formation of motivation of both types.

A large number of modern Internet resources are also devoted to the issue of formation of educational motivation. Numerous educational portals and official websites of educational institutions provide their own advice and recommendations. Different specialists offer 3[11], 5[12], 10[13], 15[14], 21[15] and a different number of strategies, methods, or ways to motivate students. Among these means of motivation, most often there are definitions of learning goals, various ways to create a psychologically favorable environment, encouraging students, encouraging them to self-control and self-reflection, etc. Note that all these aspects of motivating students are considered only in the context of classroom learning, and distance learning is ignored by specialists, although there is a common University practice of mixed learning, when distance learning accompanies classroom learning. In our opinion, the very fact of attracting students to distance learning is a motivational activity, because they get the opportunity to meet their own needs regarding the choice of time and place of study, access to electronic resources, and so on.

Distance learning also remains out of the field of view of specialists in the theory of educational management, in particular as a means of forming students ' educational motivation. At the same time, specialists in distance learning in works that are directly

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[8] Sh. Shaheen; N. Perveen; Noshaba y S. K. Malikz, "Motivational Techniques for Effective Learning: A Meta Analysis", Elixir International Journal. Educational Technology, num 64 (2013): 19170–19176.

[9] Sh. Shaheen, N. Perveen, Noshaba, S.K. Malikz. Motivational Techniques for Effective…

[10] Sh. Shaheen, N. Perveen, Noshaba, S.K. Malikz. Motivational Techniques for Effective…

[11] R. Hughart, 3 Ways To Increase Student Motivation In Your Classroom. Teach Better. 2018 Available at: https://www.teachbetter.com/blog/3-ways-to-increase-student-motivation-in-your-classroom (Retrieved December 17, 2019).

[12] L. Wilcox, Top 5 Strategies for Motivating Students. National Board for Professional Teaching Standards. 2018. Available at: https://www.nbpts.org/top-5-strategies-for-motivating-students (Retrieved December 17, 2019).

[13] R. Rosati, 10 Simple Teaching Methods to Motivate Students. Impact Teachers. 2017. Available at: https://www.impactteachers.com/10-simple-teaching-methods-motivate-students/teacher-tips (Retrieved December 18, 2019).

[14] T. Eichholz, 15 Actionable Strategies for Increasing Student Motivation and Engagement. Getting Smart. 2016. Available at: https://www.gettingsmart.com/2016/08/15-actionable-strategies-for-increasing-student-motivation-and-engagement (Retrieved December 18, 2019).

[15] TeachThought Staff, 21 Simple Ideas To Improve Student Motivation. TeachThought. 2017. Available at: https://www.teachthought.com/pedagogy/21-simple-ideas-to-improve-student-motivatio (Retrieved December 20, 2019).

devoted to its essence, technologization, organization, etc., to some extent consider the issues of motivating students[16]. For example, they identified tools for increasing motivation, such as creating a system of questions and answers, hypotheses, historical references, and materials[17]. However, in our opinion, the issue of the content of motivation of students from the position of subjects of educational management should be considered in other aspects than it is done purely from the position of developers of distance courses and, to some extent, organizers of distance learning. In other words, we consider the corresponding potential of distance courses to be somewhat broader.

We find confirmation of our position in the study of a number of sources that address the creation of distance courses. In the course of establishing the identity of the concepts distance learning, e-learning, and online learning, a group of researchers paid attention to managing the cognitive and contextual aspects of student learning, which, of course, are associated with cognitive and professional motives, and made reference to the corresponding work of D. R. Garrison[18]. This management aspect was considered in relation to the self-directed nature of online learning, but it is important to us that these aspects are the subject of management influence in General, and, therefore, the subject of management can be the rector, dean or teacher.

The need to take into account the motivational component of distance learning is also defined in another publication[19]. The author provides appropriate advice and recommendations to the developers, online tutors and facilitators of e-learning courses. Regarding the stage of designing and preparing the educational product, it is stated that it should be based on the analysis of students' needs, while it is noted that the effectiveness of the course will depend on their motivation. Certain recommendations of the motivational context are also defined for the selection of training materials and tasks. In particular, the author focuses on their realism for students' perception, the ability to arouse interest with the help of graphic content, video and podcast files, the clarity of technical elements for participants, the mandatory motivational orientation of the training goal and the agenda, etc. Recommendations for the implementation stage of the distance course relate, in particular, to the role of an online tutor (facilitator), which provides motivation for students and creates conditions for maintaining their motivation. Thus, we see that the motivation of students is provided by the efforts of various actors (we can even talk about the system

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[16] A. A. Andreev and V. I. Soldatkin, Distance learning: essence, technology, organization (Moscow: MESI Publishing House, 2012); V. Yu. Bykov; V. F. Kukharenko; N. G. Syrotenko O. V. Rybalko and Yu. M. Bogachkov, Technology of distance course creation (Kyiv: Milenium, 2008); V. V. Vyshnivskyi; M. P. Hnidenko and O.O. Ilin, Organization of distance learning. Creating e-learning courses and e-tests (Kyiv: DUT, 2014) y K. P. Osadcha and V. V. Osadchy, Technologies of distance learning. Working with Moodle 2.4. Melitopol (Ukraine: Publishing of the B. Khmelnitsky Melitopol State Pedagogical University, 2014).

[17] V. Yu. Bykov; V. F. Kukharenko; N. G. Syrotenko; O. V. Rybalko and Yu. M. Bogachkov, Technology of distance course creation (Kyiv: Milenium, 2008).

[18] J. L. Moore; C. Dickson-Deane; K. Galyen and W. Chen, (2010, June) Designing for E-learn, Online, and Distance Learning Environments: Are They the Same? Researchgate. Available at: https://www.researchgate.net/publication/233751524_Designing_for_E-learn_Online_and_Distance_Learning_Environments_Are_They_the_Same (Retrieved December 22, 2019).

[19] B. Ghirardini, A guide for designing and developing e-learning courses. In B. Shapiro (Ed.). Food and Agriculture Organization of the United Nations (FAO). (2011). Available at: http://www.fao.org/3/i2516e/i2516e.pdf

interaction of developers and online Tutors or facilitators). At the same time, their corresponding formative potential is revealed only by providing a motivated study of a single distance course and, unfortunately, is not associated with the formation of students' educational motivation at all. The study of qualitative features of distance learning in higher education was the subject of a special a mapping survey[20]. The results of the survey of 249 respondents found that higher education institutions, and, consequently, the subjects of their management, are motivated by the use of Massive Online Open Courses (MOOCs)[21]. At the same time, the main reason for motivation is "enhancing international visibility and reputation" (80 institutions), also around one third of institutions viewed MOOCs as a means of providing students with their own more flexible learning opportunities, and another 16 institutions point to "developing innovative learning and teaching methods". We believe that all these reasons are essential for the formation of students' educational motivation, because in the first case, due to the growth of reputation, including international, the attractiveness of the institution is formed and, accordingly, the desire of applicants to choose it for training, and in the second and third-conditions are created to meet the educational needs of students. Thus, we have identified objective reasons to believe that the motivation of students to study can be carried out by the University management through the use of distance courses, but we have not seen a systematic approach to the implementation of appropriate opportunities at the level of the rector's office, Dean's office, and heads of other educational departments. At the same time building a system is necessary, because it must emerge from the decision on the selection of strategies for the development of distance learning taking into account the decision of problems of motivation of students, which requires, in particular, of ensuring adequate training of teachers. Otherwise, the institution risks remaining in a state devoid of development, and will not be able to identify and implement progressive ideas from the world practice of training students, for example, to increase their motivation using such a tool as the incorporation of virtual communities through social networks and external applications of gamification[22]. Unfortunately, not all publications that address the issues of developing the use of distance courses pay attention to the motivation of students. This is evident even with the systematic approach to studying the quality of training courses, which is applied in a Guide to Quality in Online Learning[23]. At the same time, the authors of this work make requirements for distance learning tasks, some of which are focused on meeting the educational needs of online learning (for example, All learning objects are clearly stated and written from the students' perspective; The learning objects are appropriately designed for the level of the course, etc.), and therefore have motivational content.

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[20] M. Gaebel; V. Kupriyanova; R. Morais and E. Colucci, E-learning in European Higher Education Institutions: Results of a Mapping Survey Conducted in October-December 2013. Brussels: European University Association. 2014. Available at: https://pdfs.semanticscholar.org/1e83/923d0c33596fcee87efe4dbec4afc381537e.pdf?_ga=2.90668 185.241665041.1579159958-448825346.1579159958

[21] M. Gaebel; V. Kupriyanova; R. Morais and E. Colucci, E-learning in European Higher Education…

[22] O. Borrás Gené; M. Martínez-Nuñez y Á. Fidalgo-Blanco, "New challenges for the motivation and learning in engineering education using gamification in MOOC", International Journal of Engineering Education, Vol: 32(1B) (2016): 501–512.

[23] N. Butcher y M. Wilson-Strydom. (n.d.), A Guide to Quality in Online Learning. In S. Uvalic-Trumbic, and Sir J. Daniel (Eds.). Academic Partnerships. Available at: https://www.chea.org/userfiles/uploads/A%20Guide%20to%20Quality%20in%20Online%20Learning.pdf

There is no information about the attempt to meet the needs of educational management regarding the motivation of students to study and in the materials that are presented on the websites of educational institutions and various organizations for training developers of distance courses[24]. As a rule, the authors of recommendations and tips pay attention only to the technical side of the issue of creating a training product: e-learning tools, design of models and approaches to course planning, design of active online events, social presence and interaction of the instructor, etc.

In view of the above, we consider it advisable to carry out further research to determine the requirements of the university's educational management system for distance courses, which relate to the formation of students' motives for learning, and to determine ways to implement these requirements.

Requirements for distance courses for students' motivation to study.

The configuration of the management system in higher education institutions may be somewhat different, but as a rule it is represented by several levels: the rectorate (level of conceptual management of training of specialists), the dean's office (level of purposeful management of training of specialists of a certain professional field, taking into account the requirements of the rectorate and the customer), the department (level of management training of future specialists in a certain scientific field), teacher (pedagogical management, focused on the quality of students' learning of material from a certain discipline). The level of self-government (student) can still be distinguished, but we do not take it into account, since future specialists are users of distance courses and are not related to the creation of this educational product.

We define the requirements for distance courses, which should be put forward by representatives of different levels of management, taking into account their managerial needs in performing a motivational function. At the same time, as mentioned above, we will assume that a certain distance course is used in the educational process in parallel with the main classroom, creating additional conditions for its successful mastering.

At the teacher level, a distance course is a means of managing students' cognitive activity within the study of a particular topic, taking into account specific didactic tasks. We believe that the range of such tasks is wide enough, for example, they may relate to the initial assimilation or consolidation of training material, preparation for the next training session, knowledge control, etc. Appropriate requirements for the distance course are to provide comprehensive opportunities for these tasks, and taking into account the problems of our study - to provide mechanisms for students to develop motivation for various types of educational activities, mastering the training course in general, etc. Another aspect of the requirements is the satisfaction of the students' needs for the use of the educational product, and therefore the formation of their motives for learning by ensuring the attractiveness of the distance course.

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[24] Oxford University's Department for Continuing Education (n.d.) Effective Online Course Design (Online). Oxford University. Available at: https://www.conted.ox.ac.uk/courses/effective-online-course-design-online (Retrieved December 27, 2019) y Office of Distance Learning at Florida State University. (n.d.). Introduction: Designing for Online Learning. Available at: https://distance.fsu.edu/instructors/designing-online-learning#top

The managerial position of the department as a subject of specialist training should be to provide students with a remote course of motivation for systematic mastering of knowledge and skills in a certain scientific field, which, in particular, involves the formation of a valuable attitude towards interdisciplinary and creative tasks in them.

The dean's motivational function can be implemented within the distance course if his / her use creates professional development motives for students, which determines certain requirements for the content of the corresponding educational tasks. In addition, given the area of responsibility of the dean for the training of the specialist as a whole, which is carried out throughout the term of study by sequential study of disciplines with the gradual complication of vocationally oriented tasks, the expected requirement for distance courses is the formation of students' motivation for the development of educational skills.

The requirements of the rectorate concern, first of all, the formation of students' readiness for lifelong learning, in particular through the use of distance education, and therefore the corresponding motives. Secondly, they relate to the promotion of one's own educational institution, the creation of its positive image, and from the formation of students' value attitude to educational products made within its walls. Thirdly, the rectorate is responsible for addressing the needs of the state and society for specialists of certain qualifications, and therefore the distance course should be a means of forming students' motivation to solve state and public problems at their professional level.

We do not claim to have identified and taken into account all the requirements of the subjects of the university management system for distance courses in the motivational plane, but the ones that we have indicated allow us to state the need for students to form at least three groups of motives for learning. It is about cognitive, professional development and social motives. Let us consider the specific motives that belong to these groups and the ways or conditions of their formation in order to satisfy the above requirements.

In our opinion, a group of student's cognitive motives should be presented, first, with the motive of mastering the content of the educational course, and secondly, those motives that encourage it to active and conscious cognitive activity: positive perception of the distance course; the value acceptance of its individual modules for mastering the discipline; to achieve the integrity and consistency of classroom and distance learning.

The first of these motives determines the need for the student to master the content of both a specific discipline and their totality. We believe that this need will be actualized, provided that the distance course contains an explanation of the goals of study in the near, medium and long term, defines cross-curricular relations, in its structure is sufficient to induce the student to self-reflection as an educated person and testing tasks of varying levels of complexity, it will be full of interesting information about the historical formation of a science, its prospects for development and more.

The motive for the positive perception of the distance course meets, first, the needs of students to work in comfortable conditions. Such convenience can be achieved by a clear structure of the educational material and clear logic in the implementation of the educational tasks. Therefore, methodological and instructional tips for mastering the current block of study material, compulsory theoretical questions, theoretical materials for additional consideration, illustrative and demonstration materials differentiated by (for example, presented in separate folders within a single topic or academic week) levels of

difficulty, practical tasks, control tasks, including self-test tests, etc. Second, the motive for students' positive perceptions of the distance course is driven by their need for meaningful and quantitative sufficiency of teaching material to solve current learning problems. It is about the preparation for a seminar class, module control work, role play, etc. Third, the positive perception of the distance course depends directly on the quality of the materials used in any format: text, graphics, audio or video, namely the video must be characterized by a good image, and the voice of the instructor must be clear and loud enough, etc. Fourth, in the distance course it is advisable to use active teaching methods, in particular game programs, as well as to provide opportunities for group activities, elements of competitiveness, which will help to activate future professionals. Fifth, this motive is related to students' need for a psychological comfort website, which has been recommended in the scientific literature[25].

The formation of students' motives for the value perception of a certain module of distance learning for mastering a discipline has certain features. Since we consider the case where the distance course is ancillary to the main classroom, we can assume two situations of organization of study of the topic: its study begins with the classroom, after which students turn to the distance course, and vice versa. In the first case, the formation of this motive is possible during direct communication with the teacher, usually at lectures. If you start to study the topic of developing a web-site of distance learning, motivational mechanisms should be laid within the distance course. The simplest variant of such a mechanism is to determine the relevance of the whole topic in general and the importance of the remote module to capture it in particular. It is advisable to bring a structural-logical scheme or sequence of study of the topic (content module), which determines the alternation of classroom and independent (within the distance course) forms of student work, indicating the goals and expected results at each stage. For example, the scope of the topic "Police Task Against Terrorism and Particularly Counterterrorism" within the tactical training does not contain classroom theoretical exercises, but consists of only four practical exercises that are used to practice certain exercises. In this case, the distance learning module that precedes the classroom and performs a motivational function is very important. The relevant sequence of study of the topic will contain the following components:

1. The distance course (module 1): studying the concept of terrorism, its threat to Ukraine, the emergence of modern terrorism, typologization of terrorism. Objective: to learn the theory about the nature and typology of terrorism, to understand the causes and risk of its occurrence in Ukraine, to find out the role of individual law enforcement agencies in preventing and combating terrorism.

2. The auditory practice # 1: performing special exercises (their content and purpose are only available for internal use in police and educational institutions).

3. The remote course (module 2): performing exercises from an electronic collection of situational tasks. Purpose: the preparation for classroom practical lesson # 2. Etc.

Thus, in our example, the first module of the distance course is purely theoretical, and its purpose is not only the formation of a certain system of knowledge in future law

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[25] M. L. Smulson; Yu. I. Mashbyts; M. I. Zhaldak; Yu. M. Ilina; M. M. Nazar; P. P. Ditiuk and V. V. Deputat, Distance learning: psychological basics (Kirovograd: Imeks-LTD, 2012).

enforcement officers, but also the motivation for active learning in practical classes, which contributes to the professional importance of the presented educational material.

The motive of achieving the integrity and consistency of the classroom and distance learning forces the student to work with the distance course due to the awareness of the need for its individual modules. The achieving appropriate harmonization of the two forms of learning is possible as a result of purposeful design by the teacher of the content of the distance course (in our case, the content of the distance course is a component of the overall content of the discipline). The study of each content module and the subject of the discipline provides for the division of students' educational activities between different forms of learning. The basis for such distribution should be the peculiarities of the process of learning the educational material, which in the general form includes the stages of sensory perception (result - imagination), comprehension (understanding), consolidation of educational material (knowledge) and practical mastery of the material (ability)[26]. Let us take as an example the simplest and most typical case of studying a particular topic, which includes one lecture and one seminar lesson. As the amount of training material is usually very large, it is likely to be predicted that the lecturer will set realistic goals, oriented only to the first two stages of the process. First, he simply does not have enough time, and secondly, during the lecture, students do not study textbooks and do not engage in practical tasks. In this case, the design of the study of the topic, it is advisable to attribute the implementation of the stage of consolidation of educational material to the distance course, and at the seminar to complete this consolidation and to realize the stage of application of knowledge, ie practical mastery of the material. Accordingly, the module of the distance course, located between the lectures and seminars, will contain a block of theoretical tasks, focused on securing the lecture material and preparing for the application of knowledge. In a different classroom setting, the distance learning modules will find another place in the course of mastering the learning material (they may begin or end with the topic), but their purpose will be the harmonization and complementarity of different forms of learning that will motivate students to use the course. Otherwise, the distance learning module will either duplicate the classroom lessons or fail to fulfill its purpose of ensuring the integrity of the learning material, therefore the motivation for using such a course in students will be much less.

Another group of student' motives consists of future professionals' professional development motives. In this group, we highlight the motives for acquiring high professional qualifications (including distance learning), acquiring professionalism in this university, forming a readiness to study during a professional career, self-determination and reflection of professional development.

Forming the first of these requires the student to become aware of the goals of studying a particular discipline in the context of his professional training in general and ways to achieve them through the use of distance learning. Therefore, a distance course in a particular discipline should serve a general professional outlook. Its implementation involves the interpretation of individual local training goals in the context of general vocational training goals, and relevant training tasks should be considered not only relevant at the moment, but professionally relevant as a whole. For example, studying the topic "Learning Methods" with future military psychologists involves the task of selecting appropriate methods in the conditions of individual and group work with military personnel,

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[26] S. L. Rubinstein, Fundamentals of General Psychology (Vols. 1-2; Vol 2) (Moscow: Pedagogika, 1989).

which is focused on acquiring them to prevent and resolve typical conflicts in the military environment, and with teachers and future teachers - on the formation of students' 8th grade knowledge and ability to solve text problems in algebra. It should be noted that the student's desire for high professional qualification determines his / her needs to solve not only highly specialized but also complex tasks of multidisciplinary creative character, which necessitates their selection in the content of the distance course.

Students' motivation to acquire professionalism in this university is formed as a result of identification of their own educational institution with a symbol of guaranteeing the quality of training. The realization of the formation of this motive requires, in particular, the construction of students of a certain associative row between high-quality educational products (distance course) and the symbolism of the university. This necessitates the use of corporate color distance courses (for example, red at Taras Shevchenko National University of Kyiv) in the design of WEB pages and the symbols of a university, faculty, or perhaps a department to which a university (such as the ministry of education and science, the interior ministry) or the ministry of defense).

The next in this group of study motives we consider the motive of forming a student's readiness to study during his professional career. It is by means of distance learning that the formation of such a motive is quite effective, because distance education is a widespread form of lifelong learning. Thus, we believe that if a distance course offers a future specialist the conditions for the formation and development of educational skills in the environment of distance education, then such a course will give the student additional motivation to work with him. These conditions can be created by a variety of training tasks, as wide as possible coverage of the tools and service capabilities of the distance learning platform.

We believe that the student will need an independent goal of professional development if the material of the distance course is, firstly, professionally oriented, secondly, it will be marked by novelty and, thirdly, submitted at a sufficiently difficult level for assimilation and processing, which requires presence of creative, interdisciplinary tasks, etc. In this way, a problem situation will be created in the educational situation around the student, as he/she will realize the inconsistency of his / her state of readiness for performing current tasks of professional orientation and existing requirements for mastering the content of the distance course. The way out of this problematic situation is the professional development of a future specialist, which requires the determination of regular targets. The emergence of students' motive for reflection of professional development is possible provided they are aware of the need for this development, which was discussed above, and create conditions for self-assessment of future professionals current results of the formation of professional knowledge and skills. Creating these conditions involves the use of a complex of self-assessment tools. Traditionally, it is advisable to include answers to questions on the completion of theoretical study, solving test problems, providing criteria for self-assessment of the results of practical exercises, creative tasks and more. Important in terms of creating these conditions is to ensure their consistency, when each stage of passing the module of the distance course ends with a reflexive action of the student, which is based on the criteria of self-assessment adequate to the current state of his professional development and occurs in a convenient and accessible way. We consider it advisable to provide students with guidance on how to further the module of the distance course, depending on the current results of self-assessment, which will facilitate their motivation for further reflexive actions and the goal of professional development.

Distance learning has certain opportunities for the formation and social motivation of learning. In particular, the motive of any future specialist for solving state and public problems at his / her professional level, relevant to any country, can be formed in several ways. The first is to clarify the importance of a profession, a distance course, or an individual module of it, to further meet the needs of the state and society in an explanatory note that precedes the study of a course or topic. The second way is realized through the content of educational tasks related to public life, economic or political research in the territory of one's own country, studying of new technologies with demonstration of their influence on the development of certain branches of economy, etc. For example, using a distance course in the field of transport law to draw up a scheme "Directions and forms of state involvement in transport relations" allows future lawyers to understand the importance of the state's legal system to protect the rights of users of vehicles from among individuals and legal entities, which leads to their valuable attitude to the educational material and the emergence of an appropriate social motive for studying the topic.

Regarding the influence of the university management system on the structure and content of the distance courses, it should be noted that although the teacher is usually engaged in the creation of such a course, his activity is fully subject to the external requirements contained in the provisions on distance learning in universities, relevant concepts, programs and guidelines, voiced at meetings, meetings, refresher courses and more. That is, if a university has a system of management of distance learning, which provides for the conscious and consistent actions of the subjects of management at all levels, the distance courses will reflect their requirements.

These management actions can be presented in the form of modules of management of distance learning of students. By this module we mean a separate management action that implements a direct management task. In our case, these modules realize the task of acquiring as a means of formation the students' motives for learning by distance courses. We investigated the implementation of a number of such modules by HEIs of different rank in the context of managing students' independent learning activity, a great part of which is the work with distance courses. Experimental research base was Donetsk National University named after Vasyl Stus, Military Institute of Taras Shevchenko National University of Kyiv, Classical Private University (Zaporizhzhia), Donetsk Law Institute, Dnipro State University of Internal Affairs, International Humanities University (Odesa), Bohdan Khmelnytsky Cherkasy National University. 79 people from the rectorate, dean's offices, heads of departments and teachers became members of the experimental group, and 36 control subjects.

Management modules at various levels of the system concerned the work on the following aspects: awareness of the students of a particular university status in society; formation of students' need for independence, formation of educational skills; meeting the needs of students in mastering the content of vocational education and professional development through ensuring the required quality of educational tasks; ensuring that the course features such as system structure, careful selection of material, availability of commentary on tasks, expediency of a number of illustrations and examples of individual actions to take into account the needs of students as subjects of distance learning, etc.

In total, 20 management modules of motivational content for each level of management were investigated. After the explanatory and instructive work, the ratio of quality of application of these management modules at the system level between the representatives of the experimental and control groups was 1.41, and the number - 1.53

(the quality implied the full implementation of management action, and the quantity - full or partial). Thus, in the experimental group, the management activity of the control subjects turned out to be much higher.

Since the control subjects performed not only a motivational function in parallel but also others, it is impossible to isolate the influence of the modules of motivational orientation on the overall result of the experiment. However, we can testify that by checking the correlation between the intensity of management activity of teachers as representatives of the management system and the activity of students as subjects of distance learning (which is an important indicator of their motivation) using the Pearson correlation coefficient[27] the following results are established:

the experimental group: $r = 0.63$ at $n = 49$ (number of teachers). That is, the correlation coefficient belongs to the area of significance, since its critical values are 0.28 ($p = 0.05$) and 0.36 ($p = 0.01$);

the control group: $r = 0.37$ for $n = 23$, respectively, the correlation coefficient belongs to the insignificance zone (the critical values are 0.41 and 0.53)[28].

Thus, we have proved the fact that the activity of students as users of distance courses depends on the activity of the subjects of their management, whose activities contained a motivational component.

Discussion

The university management system is a complex entity that has to meet the needs of the various representatives of this system. In addition, its functioning should be oriented towards meeting the specific needs of prospective employers for both future graduates and today's students. Any form of distance learning has enormous potential to ensure that the needs of all of these entities are balanced. However, the achievement of this quality of distance learning is possible with the high managerial competence of each university manager. Our study presents the vision of solving by means of distance learning only one task of the management unit – the formation of students' motivation for learning. However, as we can see from the requirements for distance courses offered, the competency of a university manager of any level should include a sound knowledge not only of educational management, but also of pedagogy, psychology, web design, etc. Only in this case will university management be effective and able to first determine and then implement its own policy in the development of distance learning, which is responsible not only for its funding, technical support, but also for control as it is widespread in university practice. Therefore, we believe that the results of our study are useful not only to researchers in the field of educational management, but also to those university managers who are interested in improving their own professional competence and are focused on finding new opportunities to manage students' educational activity, including means of distance learning in their formation educational motivation.

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Conclusions

In the course of the research we have identified the requirements of educational management for distance courses as a means of forming students' motives for learning and the possibilities of their realization are revealed. Among the requirements are those that determine the formation of students a number of cognitive motives, motives for professional development, as well as social motives. Ways to fulfill these requirements relate to meeting the needs of students for positive perception of the distance course, selection of educational tasks, taking into account the peculiarities of harmonization of the classroom and distance components of the discipline, encouraging future professionals to target and reflect professional development, etc. The dependence of the activity of students as users of distance courses on the activity of representatives of the system of management of distance learning, whose activity, including, involves the fulfillment of a motivational function, is substantiated. The prospect of the current research is to discover the content of other functions of the system of management of distance learning in universities (organizational, incentive, control, etc.), which will allow to further develop appropriate methodological recommendations for representatives of educational management at different levels and to develop appropriate management technologies.

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