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DEVELOPMENT OF LEARNING MOTIVATION OF STUDENTS IN MIXED EDUCATIONAL CONDITIONS

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Abstract:

The current level of development of electronic technologies, together with the desire of the education system for innovative processes, dictate the need to transform the educational process in educational institutions of higher education and optimize the time management of students' self-study. One of the most effective ways to manage the time of independent intra-semester work of students can be the introduction and use of a blended learning system implemented through the use of electronic educational resources. The semantic meaning of the term "blended learning" lies in the combination of traditional and electronic educational technologies.

Keywords: Pupil, primary education, educational activity, motivation, development.

At present, it is becoming obvious that the accumulation of knowledge in itself has lost its former value, therefore, the task of developing the needs and abilities of a person is coming to the fore not only to independently obtain and update knowledge that is significant for the profession, personality and society, but also to carry out this process continuously on throughout life. Modern life requires from an employee not only good performance skills, but also key competencies formed at a sufficiently high level (orientation in the profession, organizational and activity, communicative, intellectual, creative and other competencies), which underlie the qualitative mastery of any profession.

Technological knowledge "age" every 2-3 years, while there is a steady positive dynamics of this process. With the preservation of the old educational technologies, by the end of the studies at the university, the knowledge of the graduate will be largely outdated. As a result, the competitiveness of a graduate in the labor market will not be at a high level. The new requirements of society, the individual and the state at the present stage give rise to new ideas about educational results that cannot be achieved in the old educational environment. The activation of independent work of students, their preparation for work, which requires almost permanent professional development in the conditions of rapid obsolescence of information, is impossible only within the framework of traditional full-time education. Modern information technologies open up new prospects for improving the efficiency of the educational process. An increasing role is given to active learning methods, self-education, and distance learning programs. The effectiveness of distance learning is largely based on the fact that students have the opportunity to work with educational materials in such a mode and volume that suits them directly. At the same time, the weaknesses of distance learning are manifested in the absence of: face-to-face communication between the teacher and students, and hence the educational impact; development of motivation and self-discipline in students, necessary for distance learning; formed initial skills of trainees to work in this system. In addition, not in all specialties it is possible to effectively train specialists in distance courses, etc.

Essential for fruitful pedagogical activity is the implementation of the identified general patterns in the theory of learning, the introduction of which increases the efficiency of the entire education system and creates prerequisites for the development of new directions in solving modern problems of pedagogical practice (Yu.K. Babaisky, E.P. Belozertsev, D. A. Belukhin, B. V. Davydov, O. V. Dolzhenko, L. V. Zankov, I. K. Kasimov, B. I. Korotaev, G. M. Talonov, etc.) -theoretical foundations of vocational education were introduced by the following researchers: V.V. Anisimov, I.L. Beam, O.G. Groholskaya, I.A. Winter, G.A. Kitaygorodskaya, E.A. Klimov, A.A. Leontiev, A.K. Markova, R.K. Minyar Beloruchev, A.A. Mirolyubov, A.M. Novikov, E.I. Passov, I.P. Smirnov, E.V. Tkacheiko, I.A. Khaleeva, G.A. Yagodin and others. Changing the traditional paradigm of education to a personality-oriented one (E.V. Bondarevskaya, A.P. Valitskaya, N.B. Krylova, V.V. Serikov, V.T. Fomenko, E.N. Shiyanov, I.S. Yakimanskaya and others) requires improving the training of a specialist who is able to technologically design a personality-oriented didactic process, who owns personality-developing learning technologies.

Many domestic scientists and specialists work in the field of theory and practice of information technology and distance learning, each of whom has contributed to the development and organization of scientific research, introducing the ideas of distance learning into pedagogical practice (A.A. Andreev, Yu.N. Afanasiev, A. A. Akhayan, A. V.

Barabanshchikov, D. A. Bogdanova, A. M. Burlakov, Y. A. Vagramenko, V. V. Verzhbitsky, T. P. Voronina, Yu. N. Demin, V. V. Dik, J N. Zaitseva, A. D. Ivannikov, V. A. Kaymin, M. P. Karpenko, V. P. Kashitsin, V. G. Kinelsv, D. E. Kolosov, G. A. Krasnova, S. L. Lobachev, V. M. Matyukhin, V. P. Merkulov, O. P. Molchanova, V. A. Mordvinov, M. I. Nezhurina, V. I. Ovsyannikov, E. S. Polat, Yu. N. Popov , I. V. Robert, Y. B. Rubin, A. Ya. Savelyev, V. A. Sadovnichiy, V. A. Samoilov, Y. N. Samolaev, V. I. Soldatkin, V. P. Tikhomirov, A. N. Tikhonov, A. A. Fedoseev, A. V. Khoroshilov, A. V. Khutorskoy, V. V. Shakhgildyan, S. A. Schennikov and others).

Of course, these works have largely created the scientific and methodological foundations for the implementation of distance learning in the country, however, the modernization of all levels of Russian education, which provides for the development of those personal qualities that will become the basis for the social and professional adaptation of people, their skills and culture, is impossible without a harmonious combination of the advantages of traditional full-time training and application of distance technologies. Combined learning is valuable in itself, because allows you to use the strengths of full-time education and the advantages of distance technologies, primarily collectively distributed forms of organizing activities. There is an opportunity to conduct more interesting and rich face-to-face classes. For example, a teacher organizes the educational process in such a way that the student first masters a certain part of the material on his own using distance technologies.

In a face-to-face lesson, the teacher will deal with a more prepared audience, will be able to pay maximum attention to practice, without wasting time reading a lecture, etc. Students get the opportunity to form a full-time lesson, in advance transferring to the teacher their questions that they encounter in the course of independent work. Teachers act as experts and consultants, helping students analyze and solve problems. Thus, in the classroom it is possible to organize such practical seminars, exchange of experience and discussions that are difficult to organize with an unprepared audience. Within the framework of a blended learning system, it is desirable to use those forms and techniques that have already proven their effectiveness and expediency. Thus, the module-rating system for assessing the quality of student learning has already entered the practice of distance learning, but for full-time education this system is used by many universities.

Blended learning makes it possible to create a system of continuous postgraduate education, exchange of information, regardless of time and regional factors. The study of the problem of teaching technical specialties and modern requirements for the level and nature of specialist training, the development of the potential abilities of the student made it possible to identify a number of contradictions due to the discrepancy between:

- ✓ high potential of blended learning and insufficient research on didactic possibilities and substantiation of directions for its effective use;
- ✓ the predominance of highly specialized knowledge and skills in the teaching system and the need to develop the ability of students to independently acquire new knowledge, process and interpret the necessary data to form judgments on relevant social, scientific and ethical issues, using modern educational and information technologies for their future career growth;
- ✓ a large amount of required professional knowledge and limited opportunities for their assimilation by students using traditional methods, as well as the rapid "aging" of the information received;
- ✓ theoretical views and practical reality in the field of distance learning of students of higher educational institutions of a technical profile; the appearance of teaching aids by domestic and foreign authors intended for students of technical universities and the inability of many teachers to adapt them to the real conditions of blended learning; the increased need of society for the high-quality training of a specialist in the learning process and the need to improve in this regard the management of the quality of education in general.

Understanding the identified contradictions allows us to justify the relevance of the chosen topic of research work, the problem of which is formulated as follows: to identify pedagogical and organizational conditions for optimizing the combination of full-time education and the use of distance education technologies that determine the essence and effective implementation of the modern model of teaching students technical specialties.

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