



PROBLEMS AND PERSPECTIVES OF CONTEMPORARY EDUCATION

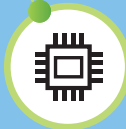


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ONLINE STUDYING AT UNIVERSITY DURING THE PERIOD OF COVID-19 VIRUS PANDEMIC: STUDENTS' MOTIVATION AND RESILIENCE

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INTRODUCTION

The use of modern information technologies makes it possible to increase interactivity, individualization of the educational process, as well as the interest and motivation of the modern generation in accordance with the needs and capabilities of each student, as well as to ensure the achievement of a new quality of education in the digital economy.

The digital economy and education development is currently one of the main priorities of public policy in all world countries. Higher education is being integrated into the general line of digitalization; universities are rapidly "shifting to digital format" and transferring educational activity to an online regime, while traditional, analog education is becoming a relic. Universities are at the stage of rethinking and upgrading the educational process and didactics, searching for effective digital educational technologies and electronic resources that will train graduates so that they can meet modern labor market requirements. In the context of this transformation of higher education, many questions arise. What format would be better to conduct training in so as to meet the needs of students and implement the concept of competence-based education? How to determine the level and effectiveness of remotely formed professional competencies? What online platforms, approaches, technologies, methods, and techniques should be used for the successful assimilation of academic disciplines' material and the formation of readiness for professional activity? How is it possible to organize practical classes, knowledge control and to plan "live" interaction with students? How could one

find the “golden mean” in the selection of tools for online training? How to train specialists who meet the global challenges of the 21st century? We have studied the current issues of digital didactics formation at the university on the basis of digital educational resources review, analysis of professional community problems in the era of digitalization, the digital educational environment research, and the main trends of digital education development at the university.

Artificial intelligence is the foundation of modern online education. Digitalization, as a priority project of higher education, aims to improve the quality of professional training with the use of digital technologies. The legislative regulation of the process calls on universities to update the education and training system, to create a digital educational environment, to introduce digital learning tools, and to train specialists in accordance with the requirements of the digital economy. This topical issue has recently been widely discussed in the scientific and professional community, both at conferences and in publications (Dzobelova, Yablochnikov, & Semenova, 2019; Andryukhina, Sadovnikova, Utkina, & Mirzaahmedov, 2020). The prospects for development, trends and innovations, barriers, threats, problems (Schnase, 2012; Dubrovina, & Lubovsky, 2017) have been studied, too. G. V. Astratova writes about the main trends in the online higher education services market development, assumes the multiple nature of its types and forms in the near future. Her survey of students showed a high percentage (97 %) of their interest in those online learning formats where there is “live”, interactive contact with the teacher (Astratova, 2020). O. V. Korshunova, describing the key development trends of modern didactics, selects the “information-semiotic trend, explained by the process of dynamics and richness (and satiety) in our world, globalization of axiological foundations’ “spraying” over the field of education” (Korshunova, 2019). Many authors write about the diversity of digital educational platforms, about learning/teaching methods and techniques in the digital environment, emphasizing that it is necessary to use modern, interactive tools of digital communication (Ryan & Deci, 2000; Wigfield & Eccles, 2002; Schnase, 2012; Gregory & Wood, 2018).

The tactics and strategy of organizing education at the university during the COVID-19 virus pandemic significantly accelerated the process of digitalization and rapidly transformed the didactic system of higher education. The pedagogical and psychological implications these radical changes had with teachers and students are yet to be studied and understood. The purpose of this paper is to

consider the characteristics of motivation and resilience of university students studying remotely during the COVID-19 virus pandemic.

The current situation has obviously made life more complicated and stressful. This could not but affect all aspects of human activity, including the technologies of organizing and conducting the educational process. Regarding the current situation, we assumed that the characteristics of the students' personal potential and educational activities motivation will acquire distinctive features in this period. The results obtained will make it possible in the future to organize the educational process more constructively, taking into account the identified features.

Different schools of foreign and domestic psychology defined various aspects of personal potential by means of such concepts as will, Ego power, internal support, locus of control, eagerness to act, search for a meaning. Most fully, from the point of view of D. A. Leontiev and E. I. Rasskazova, foreign psychology defines this concept through the concept of "hardiness", introduced by S. Maddi (Leontiev & Rasskazova, 2006). S. Maddi defines resilience (hardiness) as a system of beliefs about oneself, about the world, about a person's relationship with the world (Maddi, 2002). According to S. Maddi, prominent resilience can prevent internal tension development in stressful situations. The three main components of this hardiness are:

- 1) Commitment — the belief that involvement in activities, in what is happening, makes it possible to find something interesting and worthwhile for oneself, while the absence of this construct leads to a feeling of being "outside" of life;
- 2) Control — the idea that only the struggle as the choice of your own strategy allows you to influence what is happening and the future result. The opposite is the feeling of helplessness. A person with highly developed control has a sense of his own activity, his own path;
- 3) Risk taking, challenge-facing is a person's belief that everything that happens is necessary for his/her development through knowledge and experience. A person sees life as a way to acquire positive or negative experiences; he is ready for this. The risk-taking component is based on the idea of development through the assimilation of experience and knowledge and their subsequent use (Maddi, Harvey, Khoshaba, Lu, Persico, & Brow, 2006).

The term "hardiness" is literally translated as endurance, stability, tempering (readiness for external influences) and is considered as the ability to withstand

stressful situations while maintaining performance without reducing the success of activities (Leontiev & Rasskazova, 2006). Resilience directs the individual behavior towards survival and self-preservation and this allows people to overcome adverse conditions when changing activities and the environment.

From L. A. Alexandrova's point of view, hardiness is an integral quality that contributes to the individual's successful adaptation. Its main components are included in two blocks: the block of general abilities (includes basic attitudes, intelligence, self-awareness, meaning and responsibility) and the block of special abilities (skills of interaction with people and skills of overcoming difficult situations). In addition, in L. A. Alexandrova's studies, it was determined that a high level of hardiness prevents an increase in anxiety and internal tension (Alexandrova, 2004).

Motivation of educational activity is a complex, multidimensional structure that includes not only motives, but also goals, strategies of responding to failures, perseverance, cognitive components and mechanisms (Gordeeva, 2016). Motives are understood as both conscious and unconscious reasons for the activity carried out by the person. His/her needs and values promote this activity. Motives of activity differ not only by the criterion of strength (intensity), but also by the criterion of content (quality) and by their place in the hierarchy (Mikhailova, Kudinov, & Marin Jerez, 2015).

Russian researchers use the concept of "academic motivation" as a synonym for the concepts of "educational motivation", "motivation of learning activities", "motivation to learn" and present it as a system of factors that affect the individual activity and persistence (Gordeeva, Sychev, & Osin, 2014). In foreign psychological and pedagogical studies, this concept is considered in the context of perseverance and students' interest in academic subjects (Heckhausen, Wrosch, & Schulz, 2019).

It is obvious that everything new at the initial stage presents a certain complexity. The transition to a new way of learning also requires getting used to it. All the educational process participants have to get used to the lack of live communication. In the process of full-time training, the teacher quickly reacts to the difficulties the students face, helps them to solve them. "Virtual monitoring" requires more time; it is more complex, so it can cause a sense of frustration in students, leading to a loss of motivation.

Modern research has determined that another demotivating factor in the process of distance learning is technical aspects. Technical failures that do not allow you to connect to the lesson online in time, to send tasks, certainly do not contribute to increasing motivation. While taking online tests or exams, thinking about a possible technical failure doubles the students' stress, already high (Astratova, 2020).

According to some authors, the lack of experience in organizing distance learning among teachers is also a demotivating factor, since classes are often incorrectly structured and ineffective. In addition, motivation is significantly affected by the factor of the reason for learning remotely, when students do not have the opportunity to choose the form of education and they are forced to study in the given conditions due to a *force majeure* (Rusljakova, Golub, & Kiseleva, 2020).

METHOD

Based on the theoretical analysis, we suggest that there is a correlation between the level of the online students' hardiness and motivation for educational activities.

The study was organized in March-June 2020; the survey involved 84 students aged 18 to 22 years, studying for the Bachelor's degree at the humanities and technical departments of various Moscow universities. The online survey of respondents was conducted in late May - early June 2020 using the Microsoft Teams platform.

The following methods were used: 1) The test of hardiness by S. Maddi (adapted by D. A. Leontiev, E. I. Rasskazova); 2) The scale of academic motivation developed by T. O. Gordeeva, O. A. Sychev and E. N. Osin; 3) The method of studying educational motivation at the university by T. I. Ilyina. The correlation between the components of students' hardiness and motivation was determined by means of Spearman's rank correlation coefficient.

RESULTS

The analyzed data of S. Maddi's "Hardiness" test results showed that 81% of respondents demonstrated high and average indicators on the scale of *the overall level of resilience*. Most of the students were assigned to three additional test scales: *commitment*, *control*, and *challenge taking*. The *commitment* component was found within the average values in 74% of students; *control* — in 79% of respondents. The scale of *risk taking/challenge* — in the majority of respondents - 65% of subjects — showed a high level of this component manifestation. The results indicate that the majority of respondents demonstrated a fairly high level of hardiness expression in its all components (Table 1).

Table 1. Results of hardiness study by S. Maddi's "Hardiness Test" method (n=84)

Demonstration level	"Hardiness Test" method scale			
	Hardiness	Commitment	Control	Challenge taking
Low	16 (19 %)	12 (14%)	6 (7%)	5 (6%)
Medium	44 (52%)	62 (74%)	66 (79%)	24 (29%)
High	24 (29%)	10 (12%)	12 (14%)	55 (65%)

The data obtained indicate that during self-isolation, there was not a large percentage of low indicators of the hardiness level in the student audience. According to the results of the *risk/challenge taking* scale, it can be argued that students are ready to work actively in changed circumstances, despite the stressfulness of the situation. It should be assumed that students quickly and actively form the experience of distance learning. Changes in the teaching format of this period as a whole did not change the students' endurance and stability radically.

The results of the study of academic motivation features showed that most of the respondents are motivated to gain knowledge, skills and professional experience. It can be stated that undergraduate students have developed a sense of purpose, a desire for self-development and new experience. Only some of the tested students were found to be apathetic to learning activities and uninterested in academic success (Table 2).

Table 2. Average results of academic motivation diagnostics (“Academic motivation scale” T. O. Gordeeva, O. A. Sychev, E. N. Osin) (n=84)

Method scales	Average indications	Maximum index provided by the method
Cognitive	16,8	20
Achievements	15,6	
Self-development	15,9	
Self-respect	13,3	
Interjected	10,9	
External	9,4	
Anti-motivation	6,6	

Based on the data presented in Table 2, it can be concluded that the predominant motive for successful educational activity is *cognitive motivation*. This means that students are interested in acquiring new knowledge; they strive to understand the studied material and enjoy positive emotions from the learning process.

The average indications of the *achievement* and *self-development* motivation scales (15.6 and 15.9 points) confirm the students' readiness to master new skills and to achieve learning results. The lowest indicators were obtained on the scale of *anti-motivation*. Consequently, the data obtained allow us to state that the respondents' low motivation is represented minimally. This means that the smallest number of respondents are not interested in studying. Such students experience rejection of academic activities and academic performance. Despite the current pandemic circumstances, the majority of university students continue to actively participate in educational activities. The transfer of students to distance learning did not reduce the motivating component of their personality.

In order to study the students' academic motivation and their attitude to learning, T. I. Ilyina composed “Methodology for estimating the learning motivation in higher education”. The obtained average values for each scale of the method are presented in Table 3.

Table 3. Average results of diagnostics
of motivation in higher education institutions training
("Methodology for estimating the learning motivation in higher education" T. I. Ilyina)
(n=84)

Method's scales names	Average indications	Maximum index provided by the method
Acquisition of knowledge	7,82	12,6
Mastering the profession	5,72	10
Getting a diploma	4,6	10

Having analyzed the data by the method "Estimating the learning motivation in higher education", we discovered that students have the most pronounced motives of academic performance associated with the scale of *knowledge acquisition*. Despite the fact that the value on this scale is not so high in comparison with the maximum scores, it can be argued that the dominant motive of educational activity among students is the desire to acquire knowledge. On the second scale of *mastering the profession*, the average value is 5.72 points and the degree of expression of this group of motives has average values too. The lowest rate was obtained in the results of the *diploma* scale: 4.6. The obtained data allow to conclude that the University education motivation is not a high degree of performance. Focus on gaining knowledge, not a diploma, prevails in the students' motives' hierarchy.

The correlation analysis conducted with the help of Spearman's correlation coefficient on the scales of S. Maddi's "Hardiness" test, T. I. Ilyina's "Methodology for estimating the learning motivation in higher education" test and "Scale of academic motivation" method by T. O. Gordeeva, O. A. Sycheva and E. N. Osin revealed significant links only among indexes of "Hardiness" test and the Scale of academic motivation (Table 4).

Table 4. Results of correlation analysis of resilience and academic motivation indicators (n=84)

Scales names	Cognitive motivation	Achievement motivation	Self-development motivation	Self-respect motivation	Interjected motivation	External motivation	Anti-motivation
Commitment	0,406***	0,378**	0,364**	0,0384	-0,321**	-0,526**	-0,291*
Control	0,438***	0,422***	0,336**	-0,0133	-0,371**	-0,475***	-0,269*
Risk taking	0,436***	0,333**	0,388**	-0,058	-0,232*	-0,376**	-0,18
Hardiness	0,472***	0,424**	0,381**		-0,356**	-0,534***	-0,275*

Note: * - the criteria is meaningful at the level $p < 0,05$; ** - the criteria is meaningful at the level $p < 0,01$; *** - the criteria is meaningful at the level $p < 0,001$.

The data of the correlation analysis allowed us to determine significant correlation between the construct of students' resilience/hardiness and their academic motivation. Significant correlation was also determined between such indicators as *cognitive motivation*, *achievement motivation*, *self-development motivation* and all the scales of "Hardiness" test by S. Maddi. There were no significant links between the "Hardiness" test scales on the *self-respect motivation* scale only. The data obtained can be explained by the low level of self-respect motivation in this sample of respondents. In addition, the inverse correlation between the components of hardiness and the scales of *interjected motivation*, *external motivation*, *anti-motivation* was determined, which indicates the presence of a positive correlation in the manifestations of resilience and academic motivation.

Thus, during distance learning in the period from March to June 2020, students had an average and high level of resilience and positive indicators of academic motivation. It can be assumed that respondents showed personal hardiness during the COVID-19 pandemic, when there were a large number of factors that had an overwhelming effect on the psychological state of people. However, this period took the students four months and perhaps in the future we will observe other characteristics of motivation manifestations.

In general, according to the data of the study, virtual training demonstrated ambiguous results at the individual level during this period. For example, an increase in academic progress among the students who had previously had low results and a decrease in the quality and motivation of educational activities among the students who

had previously had high results. This is probably because modern students have different abilities and opportunities to realize their potential in the context of distance education.

In the situation of digital learning introduction at the university, the following questions remain debatable: to what extent can online learning effectively replace traditional learning? To what extent of the educational process and at what level of professional knowledge mastering will the shift to an online environment be useful and improve the quality of training without losing effectiveness?

In I. V. Dubrovina and D. V. Lubovsky's paper, where they showed the influence of distance education on personal development, we find a very convincing argument: "A modern teenager is gradually losing one of the important personal features – live communication. Teenagers increasingly prefer communication in the virtual space to live communication" (Dubrovina & Lubovsky, 2017, p. 28).

If there is a tendency in education to shift to a digital environment, how will the quality of communication between teachers and students change? How do real and virtual communication with the teacher, personal development and students' well-being correlate? Practitioners of modern higher education will have to look for answers to all these questions in the very near future.

There are both positive and negative impacts of digitalization on social life. Enumerating the positive aspects, it should be noted that today a modern young person can not imagine his/her life without technical devices: computers, tablets, smartphones, laptops, etc. Using them in learning fits into the digital worldview and is taken for granted. Students cannot imagine their life without the Internet. It is no coincidence that scientists use the term "digital aborigines" to describe the youth of our time. For them, using high-quality, multidimensional multimedia content is the absolute norm. Teachers have ceased to be the main carriers of information. They serve as tutors; they function as navigators in the educational content space. Their primary task is to help in the selection of information, to form the skills of analysis, synthesis, generalization, etc. Interactive tests and multimedia content, in general, make it possible to individualize the educational process. With the help of the digital educational environment, each student can choose the pace of studying the discipline, master it in a convenient module, and select the most appropriate time for completing tasks.

The undoubted advantage of the digital format is the possibility to train the student, regardless of the place the teacher resides in. The most important thing is the presence of an "explorer", i.e. a gadget with Internet access.

On the other hand, the widespread use of technical means and technologies with a poorly studied or unexplored impact on the student's health changes not only the educational space within the educational process, but also the modern student's personal characteristics. We can often talk not so much about the direct negative impact of digitalization, but rather about such an effect being delayed for years.

Today, a person will be able to self-actualize only by creating their own "educational project of knowledge", i.e. a certain amount of knowledge in the digital space, as well as by choosing from all the variety of something useful, competent and necessary to be in demand in the constantly changing conditions and requirements of the society. It is necessary to develop students' personal cognitive and research motivation in the new digital space. This will be possible through the creation of educational methodological visual aids, interactive forms of classes, business games that reveal the possibilities of using cultural forms and the spiritual basis of language, the ability to express emotions, without offending or humiliating your interlocutor's point of view.

The culture of communication, conducting discussions, the ability to express an opinion and defend it peacefully, the ability to resist negative interlocutors, illiterate and low-quality information are necessary components in the educational digital space of the individual which can guarantee his/her successful self-realization in the future. Thus, the task of the modern pedagogical community at universities is to understand, accept and learn how to use digitalization as a resource for enriching opportunities for the fully-fledged professional development of students.

For the development of students' positive motivation, stress resistance and resilience in the conditions of education digitalization and distance technologies development, a number of psychological and pedagogical principles should be taken into account:

- 1) **The principle of ethical orientation of distance learning** (it requires the consideration of the individual as the main value in social relations based on humanity).
- 2) **The principle of adequacy of distance learning** (it requires that the content should correspond to the means of media communication in the educational environment).

- 3) ***The principle of individualization of online learning*** (it requires determining the trajectory of personal development, identifying didactic tasks that correspond to individual characteristics and involve students in various activities, realizing the individual potential, providing each student with opportunities for self-realization and self-disclosure online).
- 4) ***The principle of social immunity*** (it leads to the inclusion of media education process participants in an environment that requires a will to overcome the negative impact of the society, to develop positive ways of overcoming the current circumstances, correspondent to the participant's individual features, to develop a positive social position, immunity to stress).
- 5) ***The principle of safe Internet space*** (it requires the creation of relationships that would form social adequacy, confidentiality and privacy in the educational process).

A safe media education environment involves the mutual responsibility of teachers and students as participants of the educational process, their cooperation and mutual understanding, the ability to jointly overcome multitasking and unpredictability, maintaining a positive and creative attitude to the learning process.

CONCLUSION

Based on the study, it should be noted that today, one of the most important tasks of educational design is the search for methods and tools that provide high-quality training for university students in an altered reality. We hope that the development of the digital educational environment will contribute to providing a qualitatively new level of education. The new education system with the use of distance learning technologies will improve the motivation and stress resistance of students.

The digital educational environment is a set of information systems that enable university teachers to create an individual educational trajectory for each student. Digitalization of education in a positive sense implies the use of innovative technologies in the educational process, which can increase the motivation of learning and bring the process of higher education to a qualitatively new level, which involves:

- 1) introduction of modular courses;
- 2) modeling of situations involving the solution of professional tasks;

- 3) better control of the level of acquired knowledge in a particular sphere;
- 4) increase of academic motivation;
- 5) development of stress tolerance and academic success in students.

The result of the above processes is the development of the creative component of the students' training, which allows university graduates to become more competitive in the modern labor market. Modern digital technologies provide more opportunities for the transfer of knowledge to students, thereby forming their general cultural (universal), specific and general professional competencies.

The digital educational environment is significantly changing the role of the teacher. Its tasks are not only to present knowledge using traditional forms, methods and means of teaching, but also to instill in students the skills of working with information, working in a team and independently choosing tools for solving tasks. In connection with quarantine methods during the Covid-19 pandemic, significant changes took place: universities developed online educational platforms; the format of teaching subjects changed significantly; digital libraries became highly demanded.

The use of digital educational resources in the process of training for Bachelor's and Master's degrees contributes to the formation of competence in online demonstration of the prepared material, a research presentation, development of skills on working in an online library. As a result, all this will contribute to a positive motivational background and a favorable psychological atmosphere. The use of an online learning platform has a number of advantages for the teacher, too:

- The possibility of building an individual educational trajectory for students depending on their level of knowledge and skills in a particular subject;
- The possibility of making practical classes more interesting and increase students' motivation to study the subject;
- The possibility of implementing informative interaction within the student group and to organize the exchange of information content, significantly enriching the knowledge of all participants in the educational process.

In addition, online education gives the student the opportunity to independently create modules, which can be used in the educational process; to choose educational content from the teacher's suggestions; and to show their creative abilities.

In conclusion, I would like to underline a number of problems, which higher education teachers face when organizing and conducting distance training:

- 1) unavailability of digital platforms and the low quality of Internet services, including the Microsoft Teams platforms, which prevents the comprehensive organization of online education process;
- 2) significant visual and auditory load with a total lack of motor activity in both students and teachers;
- 3) inability to assess the creativity, innovation, honesty and reliability of students' answers in the process of knowledge control;
- 4) the students use psychological pressure on the teacher and manipulate the situation in the distance learning format in order to increase their marks;
- 5) low technical equipment of teachers and students which prevents conducting systematic online classes;
- 6) high stress and responsibility of the teaching staff for on-line classes quality;
- 7) lack of live interaction and dialogue in the perception and transfer of life experience.

No doubt, digital technologies, robotics, sensor science will be most developed in education in the near future, and innovations in the use of artificial intelligence, virtual and augmented reality will become a promising area of development in the next decade.

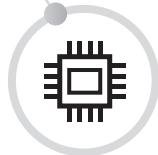
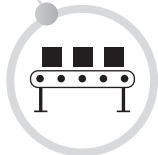
However, there are still quite a few problems in the implementation and dissemination of the learning process in universities using online forms and methods. The organization of distance learning should be aimed at finding new educational technologies using digitalization and Internet communications in the educational process in order to maintain the students' academic motivation at a high level, as well as to ensure the resilience and psychological well-being of future generations of professionals.

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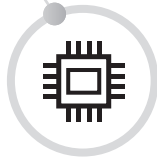
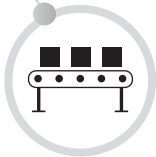
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FROM REVIEWS

Main aim of the monograph titled *Problems and perspectives of contemporary education*, is to thoroughly explore, critically analyze and elaborate complex, dynamic, multilayers and reciprocal relationship between significant changes in educational social environment and readiness, of educational system to anticipate, recognize, understand and adequately respond to those challenges. All contributing authors enthusiastically embraced the notion that education presents an important and proactive agent of social changes and consequently accepted all challenges as an opportunity for improvement and development of both society and educational system.

Professor Emeritus Djuradj Stakic
Pennsylvania State University, USA

The monograph is dedicated to looking into extremely significant and current concerns within educational policy and educational practice. The selected topic is viewed from the perspectives of contemporary theoretical approaches, but it is also empirically researched. A very large and relevant literature was used both for explaining the selected research subject and discussing the obtained results. A diverse, contemporary methodology was applied in researches, and the authors of works, starting from the existing results, analysed issues at a deeper level and illuminated some aspects that had not been studied thus far.

Professor Marina Mikhailovna Mishina
Russian State University for the Humanities, Russia

The main topics covered by the monograph can be classified as traditional to some extent — related to approaches to learning, language culture etc., and modern — connected with the andragogical view, coaching in teacher training, also the problem of distance learning during the covid pandemic, and models for preventing problem behaviors... The main leitmotif that permeates the content of all presented articles is the topic of the development of key skills, attitudes, experience, creativity — by both subjects in the educational process, and it gives semantic integrity to the monograph.... In view of the new social realities, a reasonable emphasis is placed on the continuing education and development of the teachers themselves, dictated by the accelerated pace of social change.

Professor Teodora Stoytcheva Stoeva
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