

MOTIVATION OF MASTER STUDENTS OF ECONOMICS MAJORS WITH THE USE OF DISTANCE EDUCATIONAL TECHNOLOGIES

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In the context of society digitalization and the use of distance learning, the motivation of master's students is an important factor in obtaining a quality education.

Motivation of educational and professional activity of master's students has a complex structure, in which it is possible to distinguish between internal (orientation to the process, result) and external (orientation to reward, avoidance of punishment) motivation. Intrinsic motivation is a major component in distance learning and plays a more important role in student motivation than extrinsic motivation.

Educational activity is polymotivated, includes dominant and secondary motives. The most important characteristics of learning motivation include: stability, connection with the level of intellectual development and the nature of learning activity [1].

Many students and undergraduates use a computer (laptop, phone, etc.) to communicate in social networks, to watch movies, to play games, etc. These sites have a bright and attractive look, different fonts and pictures. Unconsciously, the student expects that communication with the teacher in a remote format will be the same. But distance learning often offers a master's student different conditions. On the computer screen, they see texts, formulas, graphs, tables that need to be read, assimilated, completed the proposed tasks independently and within the prescribed time. Therefore, it often happens that the motivation for learning among master's students is reduced. Insufficient involvement in the educational process, manifested in the endless independent homework assignments by master students, leads to a loss of interest in the subject being studied. There is also insufficient interactivity of the distance learning process, but at the same time, prolonged reading of text from electronic media is harmful to human health. The paradox of organizing distance learning lies in the contradiction between the desire to organize distance learning without losing the interest of students and compliance with sanitary standards and requirements for conducting classes.

Due to the fact that distance learning involves master students studying most of the material on their own, both negative and positive aspects of motivation arise. The negative ones include:

- the need for master's students to motivate themselves and overcome psychological barriers and obstacles without help and support from teachers;
- the emergence of difficulties in organizing effective intensive communication between students and teachers (despite the presence of new technological tools on the educational portal and the Internet).

Among the positives are:

- ability to freely plan study schedule and complete tasks when it is convenient for students;
- presence of more free time, subject to the rapid completion of tasks [2].

In a situation where master's students have to motivate themselves and continue their studies online, there is an obvious need to determine what factors influence motivation in distance education.

Teaching experience has shown that the following main factors influence the development and transformation of motivation: the content of educational activities, forms of education and teaching methods.

At the Department of Economics and Organization of Production, teachers in their practice use different forms and methods of conducting distance learning sessions in order to develop the motivation of master's students for learning (Table 1).

Table 1 - Educational resources and forms of their presentation during distance learning sessions for students of the master's program in economics

Resource	Type of resource	Presentation form (multimedia presentation, video lecture, interactive online test, model, etc.)	Hyperlink to access the educational resource
Lecture	Informational	Lecture	https://moodle.mgup.by/pluginfile.php/53808/mod_resource/content/1/LECTURE%201.pdf
Presentation	Informational	Multimedia presentation	https://moodle.mgup.by/course/view.php?id=1027
Related videos	Informational	Video lecture	https://www.youtube.com/watch?v=rBSCvPYGnTc
Test	Controlling	Interactive online test	https://moodle.mgup.by/mod/quiz/view.php?id=17676
Practical classes	Informational	Task text	https://moodle.mgup.by/pluginfile.php/54252/mod_resource/content/1/Practical%20lesson%201.pdf
	Controlling	Interactive online test	https://moodle.mgup.by/mod/quiz/view.php?id=17676
Course project	Controlling, information	Video conference	https://moodle.mgup.by/course/modedit.php?add=chat&type=&course=1348&section=0&return=0&sr=0
Online discussion forum	Informational, controlling	ZOOM video chat Video conference	https://moodle.mgup.by/course/modedit.php?add=chat&type=&course=1348&section=0&return=0&sr=0

Thus, the use of various forms and methods of distance learning in the educational process makes it possible to increase interest in the subject among master's students; identify and develop intrinsic motivation in a timely manner; to acquire the specific knowledge they need to apply in practice; expand the types of joint work of teachers and students, providing the latter with a communicative experience; increase feedback from the organization of distance learning activities.

Bibliography

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НАПРАВЛЕНИЯ ВЗАИМОДЕЙСТВИЯ ВУЗОВ И ПРОМЫШЛЕННЫХ ПРЕДПРИЯТИЙ В ЭПОХУ «ИНДУСТРИИ 4.0»

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В настоящее время и промышленность, и научно-образовательные организации вступили в эру Индустрии 4.0 – промышленной революции, когда цифровые технологии преобразовали целые отрасли промышленности, платформы социальных сетей и всю нашу жизнь.

Для успешного функционирования предприятиям в эпоху Индустрии 4.0 необходимо не просто следовать традиционным методам производства, но и осуществлять следующие мероприятия: привлекать новые таланты и наращивать необходимые навыки и компетенции для компании; создавать совместные инновационные предприятия, в том числе с учреждениями высшего образования; эффективно внедрять новые подходы к инновациям и