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Motivation as a Core Aspect of the Development of Professional Skills and Abilities in the Period of Distance Learning of Art Students

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Abstract. The relevance of the study is that distance learning completely changes the relationship between teacher and student, offering modern opportunities for independent development. However, this type of knowledge acquisition requires self-discipline and high motivation, since the interaction of subjects is gradually changing and involves the overall development of the individual and the shift of emphasis to independent cognitive activity. Unfortunately, a large number of students are not ready to study the material in remote conditions, which is confirmed by a lack of self-discipline and a tendency to disobedient actions. The inappropriate organisation of distance learning for subjects of art disciplines, in particular vocal lessons, makes the educational material uninteresting and contributes to the loss of motivation. For effective work it is important to set tasks correctly and clearly, to cover them with characteristic significance, which should become internally accepted by the student in the future. The purpose of the study is to cover and review the core aspects that are part of the motivation of students of art disciplines, particularly during vocal lessons in distance learning. Learning motivation in the remote form is a prerequisite for productive learning activities. The need for access to quality education with the use of information and electronic means is a basic requirement of the modern educational system. With the rapid change of environment and requirements for distance learning, the lack of information on the impact of motivational elements is becoming an urgent issue. An important area of the innovative integration structure of educational institutions is the information support of students aimed at obtaining quality results. The practical value lies in the search for mechanisms to develop the motivation of art students in distance learning, highlighting the main practical recommendations for increasing motivation in this format of information reproduction, which can be used in further activities

Keywords: motivational factors, vocal lesson, distance learning, art disciplines, competence

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INTRODUCTION

Distance learning in higher education institutions has been used for quite a long time, yet the growth of its relevance is caused by certain conditions related to the pandemic. At the present stage, training is conducted mainly in remote mode, limiting it to minimal face-to-face actions. The decision to use this mode led to a reorganisation of the educational process, rapid integration of students into the new regime and rhythm of work, which offers new ways to conduct

vocal classes and gradually accustom to the conditions in which direct contact is replaced by indirect communication. This method of teaching requires modification in terms of the approach to organising classes, transferring knowledge, and verifying learning outcomes. The application of didactic methods contributes to the active use of various online platforms, which allows discussing the need for the operation model characteristic of the electronic study. Motivation for

learning is a factor that encourages the student's confidence in their own abilities and is one of the main competencies of the teacher [1].

Motivation is one of the most commonly used and analysed terms to describe all the mechanisms responsible for developing, aiming, supporting, and stopping certain actions. Motivation for distance learning includes orientation of the student's behaviour, which leads to obtaining specific achievements and performing professional tasks. Chat meetings have become the only way to communicate in real-time, so all the theoretical knowledge and practical experience of the teacher in the field of motivation should be used in these specific conditions of teaching and communication. Even when the student is generally highly motivated, the curriculum is at times weakly related to the field of study. Communication is limited to conversations in chats and messages. Thus, language communication becomes the main interaction with another person, mostly without the ability to capture non-linguistic messages, such as voice tone, speech rate, eye contact. In a nonverbal relationship between a teacher and a student, a sense of anonymity develops, setting new challenges for the teacher. Therefore, it is essential to acquire new competencies to effectively teach and motivate [2; 3]. Student motivation is one of the key elements of the didactic process, which largely determines the effectiveness of learning. The issue is that the motivation changes over time as it is associated with the emotional state of a person – so it is characterised by high variability and dependence on many factors: individual features, characteristics of the teacher, the teaching method, the scope of material, professional features. Internal motivation is influenced by such elements as evaluation of remote learning benefits, autonomy, order and verification of lessons. Although distance learning is associated with access to innovative technologies, with which most modern students are familiar, habits acquired as a result of previous education encourage procrastination, shifting most of the responsibility for the course of mastering knowledge to the teacher, and the lack of self-discipline makes it difficult to effectively follow this path [4].

Evaluation of remote learning begins at the stage of determining the needs of the target audience. The actual needs of students can solely be discovered at the beginning of the lesson and thus verify the assumptions made. This evaluation should include the adaptation of artistic learning activities to the expectations stated by the subjects. The productivity of activities depends on the achievement of goals in terms of acquired knowledge and skills. When investigating this effectiveness, it is necessary to take into account not only the variety and adequacy of methodological solutions used but also the method and style of conducting classes and the involvement of teachers and students. The teacher should undoubtedly be willing to help, but provide assistance only on request or on a specific instance. Its role is to facilitate joint learning, encourage participants to cooperate and share their experiences. The ability to communicate properly with students is especially important

through the use of clear, concise, accurate, and understandable messages, as well as through proficient listening and perception of needs [5; 6].

The purpose of the study is to cover and review the core aspects of motivation among students of art disciplines, particularly during vocal lessons in distance learning.

MATERIALS AND METHODS

The theoretical and methodological basis of the research consists of the following methods: cognitive, comparative, didactic. The cognitive approach consists in setting the issue of correlation between motivational consciousness and external environmental factors. Motivation within cognitive functions was considered as a means of organising, transmitting, and processing educational information. The student's incentive property was considered as the individual's conscious infrastructure during self-study. This method connects the characteristic role of the individual in the cognition of artistic activity with one's own motivation and other processes that reveal the undoubted effectiveness of the method used. In the cognitive aspect, students' motivation is characterised by empirical resources and a complex of various theoretical experimental concepts. The need for cooperation with the actual empirical mechanisms is due to word usages that motivate to a particular action. The studied method represents a certain contextual property of the student, which is limited to specific cultural and social opportunities and indicates the inclusion of quantitative methods that predominate in the sociological consideration.

The comparative approach characterised the differences in motivation between distance learning students and students in higher specialised educational institutions. The results showed that during the remote study, students are no less intrinsically motivated if different teaching incentive methods and programmes are involved. By comparing certain social phenomena and processes, similarities and differences in the motivation orientation in the case of discrepancies in the specific features of phenomena and their uniqueness were identified. The substantiated content determined the social and individual homogeneities and the general orientation of the group of students in vocal classes. Issues of student's encouragement and support are discussed and studied in the academic sphere of Ukrainian and foreign science. The study outlines the ways to increase the motivation of art students during remote training. The research covers core aspects and features of the operation with information technologies along with the positive and negative aspects of such educational activities.

The didactic paradigm is to study the motivation, the vector of which is determined by the kind of information and scope and number of internal factors. With the help of this paradigm, there is a tendency to adopt a motivational view, limited by complex and dynamic tools that interact with each other and directly affect the learning process. This method constructs specific motivational environments for the effective development of art students' stable personal characteristics focusing on the selection of their successful

competencies. Didactics, in this case, is based on teaching vocal subjects, analyses, studies, and comprehends their general points during distance learning, developing scientific elements of the organisation of pedagogical practice. Having defined the content of concepts, didactics updates the forms of educational work and uses its own patterns to improve the structure of professional skills enrichment. However, the research on increasing motivation in distance learning requires more attention in the Ukrainian academic community. Moreover, the existing planning and programme materials and documents, reporting elements based on the results of managerial educational activities within higher educational institutions were used as the basis for the study.

RESULTS AND DISCUSSION

Students are an essential resource for any educational institution. Participation in classes gives them the opportunity to obtain a good professional education, be able to mobilise and constantly improve. Engaging students in vocal classes and improving their skills contribute to the expansion of skills and abilities that can be used in later life. The psychological mechanism of motivation consists in initiating the process of choosing between different behaviours and forms of activity that can satisfy perceived needs and aspirations. Therefore, it is important that during distance learning, the institution motivates students to acquire professional skills, allows them to participate in various conferences and industry-specific additional classes. A low level of stress is associated with a low level of readiness to complete tasks, which leads to negative results. However, the same unsatisfactory result can also be an indicator of high levels of stress that interfere with proper learning. It is worth noting that each student is unique, some of them learn quickly, while others take longer to master their skills. Despite different opportunities, they have to overcome failures in their learning process. This creates interests, hobbies, and passions that force people to study first and then work which becomes a pleasure rather than an unpleasant duty [7].

Motivation is widely discussed in the academic community, various theories attempt to explain the motivational mechanisms that underlie students' activities to achieve their goals, guided by different motives. Motivation responds to different situations, is internal and external, conscious or unconscious, may result from certain motives. Art students show a predominantly professional attitude, approach learning pragmatically and expect that the educational institution will help them plan and continue their professional career, preparing them for entering the labour market. They perceive the learning process through the prism of an intermediary between the field of formal education and the labour market. The discrepancy between knowledge and new information coming from the external space encourages people to explain this contradiction and understand a specific issue. To reduce the unpleasant feeling of dissonance, they search for an answer to a troubling issue guided by their

own cognitive interest, naturally expanding their structures of knowledge, skills, and competencies. Based on motives and expectations, interests, passions, and hobbies arise. Otherwise, there may be a tendency to avoid tasks, which indicates a number of behaviours to which externally motivated subjects of educational activities are prone [8; 9].

The modern art student is facing rapid development and socio-cultural transformation, which leads to changes in various spheres of life and functioning. Such conditions modify and develop competence in the intellectual, emotional, and social aspects. To be able to act actively and effectively, the subject needs external and internal stimuli that give a sense of desire to perform tasks, freedom of will, and satisfaction from achieving the goal. Distance learning is a response to the difficulties in accessing conventional education and the possibility of flexible and attractive enrichment with modern artistic skills and abilities. Teaching is commonly combined with e-learning, which means distance learning using electronic tools that are aimed at supporting the learning process, mainly with the use of innovative resources. It involves shifting from existing teaching methods, combining online forms and computer-mediated communication. The use of information technologies, systems, portals, and platforms contributes to better assimilation of the material and communication in the learning process. The above-mentioned issues, the solution of which depends on the generally accepted quality of education, become views that coincide with the state policy on the structure of the education system and its access.

Students who have very low motivation to learn are a major issue of distance learning. Since the lack of direct contact is a big obstacle to the establishment of an organised and interested group. In addition to the use of effective methods that have a direct impact mainly on the internal motivation of distant students of art disciplines, it is also necessary to strengthen their external motivation. If external motivation is affected, the reward method and clear requirements should be involved. However, this phenomenon is largely determined by an individual's characteristic features and emotional factors, is difficult to influence from the outside, and in any case, there is never any certainty about its effectiveness. However, it seems that those students who were initially highly motivated are most likely to be fully involved in distance learning. Therefore, such classes should be conducted taking into account the criterion of motivation, as it makes the teachers' actions more productive. Student involvement is one of the key issues of distance learning didactics. The motivation to study is influenced by administrative and technical aspects, the programme of classes and their organisation.

To correctly select and effectively use strategies to motivate art students to learn, it is first required to identify their needs and expectations. They have many different needs and expectations, in terms of subjects and distance learning. These motives can be divided into four categories: professional, social, personal, and cognitive (Fig. 1).

Figure 1. Categories of motives of higher education applicants for studying art disciplines

According to Figure 1, the first category includes the expected consequences of education: professional development, greater opportunities for academic advancement, improved management skills, and modern negotiation. Social motives concern, first of all, the desire to improve relations with the team, for example, through the development of the ability to listen, understand, cooperate, or solve complex situations [10]. Personal motives include the desire for an individual's improvement, for example, increasing openness, deepening self-reflection, reducing shyness in contacts with people, and developing personality. On the other hand, cognitive motives are those that arise from statements directly related to the intellectual sphere, that is, the acquisition, consolidation, systematisation, or expansion of knowledge, the satisfaction of cognitive curiosity, and subsequent education. Professional and social motives are especially important for art students, in particular vocal lessons, since training should provide them with basic tools, develop social skills, which, in addition to the theoretical aspect, will also have a considerable practical dimension.

Acquiring professional skills and knowledge is not as important as being able to use them in professional life. Therefore, the obvious method of motivating subjects – putting skills into practice – is not easy to introduce. During distance learning, the greatest difficulty lies mainly in maintaining contact with students and constantly ensuring its smooth improvement rather than establishing it. In the case of in-person classes, this is facilitated by friendly non-verbal communication and the fact that classes are mandatory and cyclical. Therefore, most of the work with distant students is a conversation on the main topics, at times delegating tasks to be performed. Tasks should be specific and open to testing knowledge, encouraging independent reflection. Skilful application of rewards and punishments is also especially important in this format of learning. Both groundless

praise and overly critical comments do not contribute to the student's desire to delve into a professional topic. It is crucial to take statements carefully, comment in such a way that the student feels appreciated and intrigued. It is worth encouraging them to share their own experience, inspire them to combine theoretical knowledge with practical one, which facilitates deep understanding and increases interest in the topic [11].

Regardless of the implementation form of the didactic process, students' interest is an integral condition for its achievements and progress, since art students with a high level of motivation are more persistent and, certainly, less prone to unpredictable and irresponsible actions. A key condition for motivation is contact between the teacher and students. Impaired communication, a limited number of nonverbal messages, and a lack of physical presence notably limit a proportion of individual work that requires autonomy and self-control, causing feelings of isolation or loneliness in action. To maintain motivation, it is essential to receive feedback on a particular action. Such information can be the result of independent reflection, and in the case of a didactic process, its source is the teacher. The content of the most relevant information in the field of motivation with the specific features of the educational artistic process using distance learning methods indicates the following major problem areas: lack of physical contact between the teacher and students, limited access to feedback, and possible difficulties in communication. From the standpoint of the aspects discussed, the form of the didactic process is of great importance, taking into account the specificity and features of the educational environment [12; 13].

Distance learning differs from conventional teaching by limiting direct contact between the student and the teacher, oral communication is replaced by written communication. The teacher acts as the organiser of the educational

process, increasing the independent readiness of the group to perceive professional materials. On the other hand, the student must demonstrate self-control and intrinsic motivation, which must be properly initiated and controlled by the teacher. Some students are motivated at first, then their commitment weakens, while others, on the contrary, slowly engage in the matters, but perform them persistently. Parents also have a considerable influence on this process, their presence commonly supports student's activities and helps in setting the goals correctly. Factors that support motivation include a good and friendly atmosphere during interactive classes, clarity of work and communication rules, adequacy of the proposed methods for organising education, the appropriate pace of learning, and the pleasure of participating in remote classes. Therefore, it follows that distance education should be flexible, which will allow adapting activities to the needs of students of art disciplines. Such education requires the transformation and adaptation of existing tools and methods to the new learning environment and certain changes in one's own habits [14].

A high interactivity level makes it possible to increase the likelihood of attracting students to various types of art classes, in particular vocals, and involve them in a full course of remote learning in general. To maximise results and maintain interest and motivation, it is necessary to suggest using basic information in a unique way, using minimal computer skills. The navigation elements should be clear, and the materials should contain specific instructions, ensuring intuitive use of information. With virtual meetings, students can still feel part of the lesson. When developing materials, the teacher should encourage and strengthen their motivation to learn. The choice of distance learning methods is quite wide and consists in adapting the method to the situation, taking into account the activity of the group. It is essential to develop the habit of completing tasks in the learning process. Distance learning facilitates the postponement of work, so this should be prevented. The development of new habits takes time, so it's important to rely on outcomes. It is recommended to suspend the assessment process for the period of remote training, as the threat of poor grades does not motivate. It is better to focus on what interests students than to force the programme.

Distance learning should be conducted in such a way that the main motivational curriculum can be implemented, taking into account the limitations caused by the format of the work. The motivational program stimulates the activity of the individual and directs it to achieve the planned results. During distance learning, students' motivation may weaken since the teachers, as its main source on a daily basis, are not physically present. The main signs of reduced motivation among students are truancy, being late, passively participating, and not completing tasks. Actions to increase motivation depend on cognitive or emotional factors. In the first case, difficulties in mastering the material are caused by insufficient knowledge, not understanding the content of teaching, or inability to perform tasks. In such a situation, the teacher continues the assistance provided

earlier in the educational institution. Emotional factors are caused by adversities that students have encountered before – low self-esteem, lack of confidence in their own freedom of activity. However, the need for distance learning can deepen those factors. Emotional factors combined with the lack of parental support most negatively affect the motivation of art students [15].

The digital tools, especially those related to distance learning, including the most intelligent ones, should support the main goals of art education. These issues are inter-related, so the decisions should take into account various pedagogical, psychological, and methodological aspects related to the adaptation of education to the variety of professional characteristics and abilities of students. To develop student's professional skills in the context of distance learning, the teacher should timely identify the difficulties that arise due to the need to obtain skills at home and lack of support. Teachers can share their experiences and thoughts since it is important for students to understand that they are not the only ones going through tough emotions and bad days. This makes their communication more reliable and links the mental activity, the practice of previously learned material, and preparation for vocal skills [16]. The teacher must choose words carefully since in digital space they have more power than in real life, where nonverbal communication neutralises and weakens potentially negative messages. The teacher assists in fulfilling and strengthening the potential of students, perceiving their weaknesses, developing resilience to failure.

At the present stage of education development, vocal classes in higher education institutions are undergoing changes and restructuring, which notably affect their further improvement and perception. However, the specific features of art education and student operational behaviour are extremely important for the future of society. Those factors are the basis for effective innovative development of education, which confirms the level of their professional readiness to perform tasks. Therefore, to be properly prepared for operating in the new reality, the students, in addition to performing basic activities within the framework of special education, are forced to participate creatively in their own acquisition of knowledge and professional skills in a certain way. Motivation, as a core aspect of the development of professional skills, plays an integral role in the art community. It determines the state of readiness for action and regulates distance learning. Its conscious part is only a fragment of a multifaceted impact on students of higher education institutions based on professional analysis. This phenomenon is so important that understanding and cognition of its determinants can directly affect the implementation of the students' professional goal, the essence of which is established by the functioning of the subject within the induction of the desired effect, which manifests itself in certain forms of behaviour and activity [17; 18].

Internal motives do not always underlie the educational process. Most frequently, this phenomenon occurs in a more formal social environment. Students who are required

to complete a specific set of art subjects are commonly guided by external motives, participating in distance learning due to fear of negative consequences. The same applies to professional development, which can be diverse and affect the pace and quality of attitude to the work performed. Behaviours resulting from intrinsic motivation are performed effortlessly and generally with high emotional or cognitive involvement, while behaviours motivated by external factors require specific effort and additional reinforcement, mainly from the social environment. Lack of positive or negative reinforcement from the environment makes one stop in its affairs. Students mostly expect teachers to constantly motivate them since independent learning without external control in this case seems impossible. Therefore, it is essential that the initial motivation accompanied by the learning process develops interests that allow finding passions. Such factors will provide the student with satisfaction from the content of education, which will facilitate overcoming difficult moments and tolerating failures.

The conducted research confirms that the higher the motivation, the higher the purpose and personal abilities of the student, as well as their emotional involvement, which occurs during the action. Goals accompany the learning process in a distance format. They can develop in the process of learning and be inconsiderable, however, over time they can become priorities related to the needs experienced by participants in the educational process. Therefore, it is important to set goals and think about how to achieve them to make the most of learning period. Students' motivation and expectations for distance learning play a major role in their priority goals. For example, if they are focused on acquiring the specific practical skills needed to perform an artistic profession, they are more likely to focus not only on theoretical but also on practical knowledge. The task is to balance and understand the motivations, goals, and needs that determine learning choices to effectively and optimally manage personal development and plan related activities. Thus, in the coming years, students' educational awareness of the success factors in the labour market should grow steadily, marking the acquisition of professional skills and abilities [19; 20].

Through specific experience, exchange of opinions and observation of phenomena occurring in artistic activities, students actualise their own beliefs about the importance of higher education and their own activities in their professional careers. Mostly, internally motivated students are aware of their own aspirations, reflecting personal motives for choosing higher education. Motivation promotes broader and more professional development, becoming a particularly interesting issue for art teachers and future employers. This subject matter is extremely relevant, especially in the context of recent changes in the labour market and higher education. One of the main tasks of higher education institutions is to teach students to acquire and supplement the knowledge and skills necessary for professional work. Conducting other additional forms of teaching should contribute to the acquisition of new skills necessary in the labour market, in the education system, and throughout

life. In combination with these tasks, the teacher should monitor students' professional careers to better adapt their areas of study and curricula to the distance learning process. Constant changes in the structure of education substantially affect the analysis of the integrated educational process of the state. Art students expect the institution to support them by consciously planning and implementing their professional careers [21].

CONCLUSIONS

The motivation of art students to study is one of the main components of the educational process and the acquisition of professional skills and abilities, especially during distance learning. The teacher's role remains important since they tirelessly make every effort to achieve the overall desired result. Optimal communication between students and teachers allows supporting information technologies that directly affect teaching practices and provide a remote mode of skill acquisition by social constructivism. The core aspects of external and internal motivations are focused on a conceptual basis and consider these phenomena from the modern prism of real innovative education, which includes a wide range of contextual and social aspects of influence. Those aspects are the systemic components of the motivation structure of subjects in remote vocal classes.

Motivation is a means and method of encouraging students to work effectively and actively develop professional skills and abilities. This methodology adapts and transforms pedagogical goals into student goals. Their essence establishes an appropriate attitude to vocal discipline by spreading awareness on its importance for the individual and intellectual development in general. Motivation is a perpetual phenomenon since the study of professional material lays a certain foundation for the implementation and strengthening of further training. The priority requirements of educational motivation during distance learning are the organisation of practical activities, creation of conditions for the development of motives, maintenance of students' desire for self-education and self-development, mastering knowledge for future activities, provision of interesting educational materials.

In the modern world, student's independent work is becoming essential and is an integral element of the educational process along with classroom work. Distance learning increases the effectiveness of independent work, provides educational applicants with access to non-conventional information sources, offers new opportunities for consolidating professional skills and creative expression, as for teachers, it allows them to implement modern methods and forms of learning using conceptual modelling of processes. With the improvement of distance learning elements, constant changes in external factors, and the advancement of information technologies, it is planned to develop such a format of information assimilation. The improvement of self-development skills is especially necessary for every student of art disciplines in professional activities since those skills allow choosing the optimal solution to issues in complex situations and facilitate making responsible decisions.

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Мотивація як стрижневий аспект формування фахових умінь та навичок у період дистанційного навчання студентів мистецьких дисциплін

Анотація. Актуальність дослідження полягає в тому, що дистанційне навчання абсолютно повністю змінює характер взаємовідносин між викладачем і студентом, відкриваючи водночас сучасні можливості для самостійного розвитку. Однак такий тип засвоєння знань вимагає самодисципліни й високої мотивації, адже процес взаємодії суб'єктів поступово видозмінюється та передбачає загальний розвиток індивіда й переміщення акценту на самостійну пізнавальну діяльність. Велика кількість студентів не готова до вивчення навчального матеріалу у віддалених умовах, що підтверджується недостатнім рівнем самодисципліни та схильністю до непередбачуваних дій. За неналежних умов організації дистанційного навчання суб'єктів мистецьких дисциплін, зокрема уроків вокалу, навчальний матеріал набуває нецікавого характеру й сприяє втраті мотивації. Для ефективної роботи важливо правильно та зрозуміло сформулювати завдання, охопити їх характерною значимістю, що має стати в перспективі внутрішньо прийнятою студентом. Мета дослідження – розкрити та здійснити огляд стрижневих аспектів, що становлять складову мотивації в студентів мистецьких дисциплін, а саме під час уроків вокалу в процесі дистанційного навчання. Навчальна мотивація в межах віддаленої форми виступає обов'язковою передумовою продуктивної навчально-пізнавальної діяльності. Необхідність доступу до якісної освіти із застосуванням інформаційних та електронних засобів є основною вимогою сучасної освітньої системи. Зі швидкою зміною середовища і вимог до дистанційного навчання широкого значення набуває проблема нестачі інформації щодо впливу мотиваційних елементів. Важливим напрямом інноваційної інтеграційної структури навчальних закладів є інформаційне забезпечення студентів з метою подальшого отримання якісних результатів. Практична значимість полягає в пошуку механізмів розвитку мотивації суб'єктів віддаленої освіти мистецьких дисциплін у вищих навчальних закладах, висвітленні основних практичних рекомендацій для підвищення мотивації в цьому форматі відтворення інформації, котрі можливо використовувати в подальшій діяльності

Ключові слова: мотиваційні фактори, урок вокалу, дистанційне навчання, мистецькі дисципліни, компетентність