

5TH SIVAS

INTERNATIONAL CONGRESS OF SCIENTIFIC RESEARCH AND INNOVATION

THE PROCEEDINGS BOOK



September 25–27, 2026



Sivas University of
Science and Technology,
Sivas, Türkiye

EDITOR

Prof. Dr. Kağan KÖKTEN



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Abstract

According to the Ministry of Education and Science of Ukraine, at the beginning of the 2026/2027 academic year in our country, 1,306 schools operate remotely (approximately 10.9% of the total number), students study in a blended format (combining in-person classes and online lessons) in 2,211 schools (18.5%), and 8,424 general secondary education institutions work in-person (nearly 70.6%). However, the latter must also be ready at any time to switch from offline to online learning due to massive bombardments and the state of martial law in the country.

The effectiveness of distance learning for schoolchildren is determined not only by the technical capabilities of the educational environment, but also by the psychological and pedagogical conditions of organizing learning activities. Therefore, one of the main tasks of effective distance learning is not merely the transmission of knowledge, but the formation of each student's ability to learn independently, search for information, and apply it in practice. In other words, pupils must acquire self-directed learning skills, as this very ability can mitigate learning loss during distance education. It is also crucial that every student has the opportunity to independently plan their activities, perceive progress in mastering the material, and be actively engaged in educational interaction.

Thus, the psychological effectiveness of distance learning directly depends on the extent to which the educational environment provides the student with autonomy, a sense of personal efficacy, and the opportunity to maintain learning interaction. It is from these positions that one can explain why motivation in a distance learning environment can both increase and decrease. Excessive control, rigid scheduling, and overload with synchronous interaction restrict the learner's autonomy and, accordingly, reduce their intrinsic motivation. Conversely, a flexible organization of the educational process, the ability to work at one's own pace, and the freedom to choose the time for completing assignments contribute to its preservation and development.

In this context, asynchronous learning acquires particular importance. It allows the student to organize their activity according to individual capabilities, which directly supports the need for autonomy. Furthermore, working with materials at a convenient time reduces the psychological burden associated with the need for a constant online presence and creates more comfortable conditions for acquiring knowledge. Thus, the asynchronous format not only increases learning flexibility, but also positively affects the motivational component of the educational process.

Keywords: distance learning, educational effectiveness, learner autonomy, asynchronous learning, learning motivation.

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