APPROACHES TO SOLVING THE STUDENTS NON-ATTENDANCE PROBLEM

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Abstract. The article focuses on issues related to student non-attendance. The factors of non-attendance and the approaches to solving this problem are reviewed. Special attention is given to the use of distance learning technologies as one of the effective ways of learning.

An important problem of the educational process is the students study attendance. On the one hand, it is the object of managing the educational process in a university, and on the other, it is associated with the assimilation of educational material by students and the ability to plan and organize their activities [1]. According to statistics, half of the students missed lessons at least once, and a quarter misses regularly.

Identifying the reasons for non-attendance is important for a quality control of the educational process. Absence can be viewed as a very personal decision based on both the ability to attend and the motivation to attend. The individual decision to come to lectures will be influenced by many factors [2].

According to the monitoring lessons attendance result, most students miss lessons more than 1 time per week, a little less – no more than 3 times a month, a fifth of students misses rarely, and about 5% never do this. A quarter of students are sure that non-attendance affects their academic performance, but the majority misses just a certain academic discipline. According to student's opinion, "you can spend time more productively", which is the main reason for misses. The next reason is that the residence place is far from the university, and the last reason is a work. Most often, students prefer to attend lessons of their specialty. Many students agree that a rating system and student attendance monitoring are a stimulating factor for attending lessons. Most often, according to student's opinion, their absence in the classroom is justified by the "uselessness" of the teaching material, many students are dissatisfied with the work of the teacher, and someone needs a more dynamic approach to learning (the practice-oriented learning approach). Timetable is also one of the main reasons for missing. Neuroscience studies have shown that teenagers should sleep more, because of the peak of their cognitive abilities in the early morning.

Different countries solve the problem of student attendance in different ways. For example, they require a compulsory attendance of lessons: a student can miss no more than two times per semester. If he misses more than two classes, the teacher could not accept him to pass the exam. In another country, when entering a university, a student undertakes to study diligently, not to miss, to comply with the charter of the educational institution and the rules of the behavior in the hostel, otherwise he will be expelled. A delay of 15 minutes equates to missing one lesson. There is also such a system of control over the attendance of lectures, where students use their mobile phones to send a number, which showed them by the teacher at the beginning of the lesson via e-mail to the university administration [1].

Based on the research, the main recommendations for improving student attendance can be provided:
– curator work with students;
– competently planned timetable;
– rating system, including student performance monitoring and their work during the semester;
– availability of benefits for working students and encouraging students who attend lessons;
– high professionalism of teachers and training context improvement;
– the availability of practical teachers;
– familiarization with the future profession at an early stage of training.

The results of modern neuroscience research can also help in solving problems with attendance: ways to keep the audience's attention during in-class lectures; the study of the students involvement degree in the learning process when using illustrative materials in the classroom, as well as using group working methods, etc.

One of the approaches to teach students who have difficulties with attendance for some reasons is the study of academic discipline using distance-learning technologies. Today, the use of Learning Management Systems, in particular LMS Moodle, in Belarusian universities is no longer an innovation. The main application of such systems is a distance learning.

However, the learning management systems can be potentially useful not just for an absolute distance learning but even for students using the possibilities of both full-time learning and as well as online learning the concrete discipline in parallel. Instead of being expelled for non-attendance the lessons in a particular academic discipline, a student can do the following:
– to study the discipline with the help of distance learning technologies;
– to be assessed and to receive the certificate;
– to transfer the certificate to the faculty where this full-time student studies;
– to continue studies with the full-time group.

The proposed approach using distance technology can be used by international students who have attendance problem, by busy students, as well as by students to eliminate academic differences in curricula.

References
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