

PSYCHOLOGICAL FACTORS OF MOTIVATION TO EDUCATIONAL ACTIVITIES

Робота присвячена вивченню мотивації до навчальної діяльності як чинника ефективності освітнього процесу. Звернуто увагу на психологічні фактори її формування, зокрема внутрішні мотиви, соціальну підтримку та умови навчання. Розглянуто теорію самодетермінації Е. Десі та Р. Райана, яка пояснює роль задоволення потреб в автономії, компетентності та соціальному зв'язку. Підкреслено важливість урахування цих факторів для підвищення навчальної активності.

Ключові слова: психологічні фактори, мотивація навчальної діяльності, внутрішня мотивація, теорія самодетермінації, освітній процес, особистісний розвиток.

The work is devoted to the study of motivation for educational activity as a factor in the effectiveness of the educational process. Attention is paid to the psychological factors of its formation, in particular, internal motives, social support and learning conditions. The theory of self-determination of E. Deci and R. Ryan is considered, which explains the role of satisfying the needs for autonomy, competence and social connection. The importance of taking these factors into account for increasing educational activity is emphasized.

Keywords: psychological factors, motivation of educational activity, intrinsic motivation, theory of self-determination, educational process, personal development.

In the current conditions of education reform, digitalization of the educational process and the growth of information load, the problem of motivation for educational activity is gaining particular importance. It is motivation that determines the activity of students, their involvement in the educational process, perseverance in overcoming difficulties and the desire for self-development. At the same time, there is a tendency to reduce educational motivation, formal attitude to learning, emotional burnout and loss of interest in cognitive activity, especially among adolescents and students.

Psychological factors of motivation - such as needs, interests, value orientations, level of self-regulation, self-esteem, expectations of success, emotional state and socio-psychological environment - play a key role in shaping an individual's attitude to learning. Their study allows us to understand more deeply the internal mechanisms of educational activity and the causes of both success and educational difficulties.

The relevance of this topic is also due to the practical needs of educational psychology, since the results of motivation research can be used to develop effective psychological and pedagogical programs aimed at increasing learning motivation, preventing academic maladjustment, and supporting the psychological well-being of students. Thus, the study of psychological factors of motivation for educational activity is important both in theoretical and applied aspects, which determines the high relevance of the chosen topic for scientific research.

Learning motivation is a conscious desire to learn, formed on the basis of awareness of the value of education. It can be intrinsic and extrinsic: intrinsic arises from interest and pleasure from knowledge, while extrinsic is due to the desire for reward or achievement of a certain goal. Although both types can be effective in different situations, in the long term, intrinsic motivation plays a leading role, because it is it that provides sustained interest and active involvement in learning [1].

Edward Deci and Richard Ryan are the authors of the self-determination theory, which occupies an important place in the study of psychological factors of motivation for educational activities. According to this theory, the quality and stability of motivation depend on the level of satisfaction of three basic psychological needs: autonomy (the ability to make decisions independently and influence one's own activities), competence (the experience of one's own effectiveness and success) and connection with others (a feeling of support, acceptance and belonging to the social environment). In the educational process, creating conditions for satisfying these needs contributes to

the formation of intrinsic motivation, in which pupils and students learn not through external pressure or reward, but through interest and the perceived significance of learning. Such motivation is associated with a higher level of cognitive activity, perseverance in overcoming difficulties and better educational results. Thus, the self-determination theory emphasizes the crucial role of a psychologically favorable educational environment in the development of stable and effective motivation for educational activities [2].

The theory of self-determination of Edward Deci and Richard Ryan is important for understanding motivation for educational activities, because it explains the internal psychological mechanisms of learning. Satisfaction of the needs for autonomy, competence and social support creates the conditions for the formation of a sustainable interest in learning. That is why this theory is a valuable basis for improving the modern educational process.

The effectiveness of training managerial personnel is determined by a number of psychological and socio-psychological factors:

Practical orientation of training - solving real problems and mastering new methods increases the creative approach and quality of assimilation of the material.

Research orientation – training as a type of research stimulates interest and a deeper understanding of new ideas.

Personality development – changing views, values, and norms contributes to the formation of the ability to act on the basis of knowledge.

Deep concentration on the material activates internal reserves and hidden abilities.

Gradual learning – from complex to simple contributes to better assimilation of information.

The use of large volumes of information stimulates the reserve capabilities of consciousness.

Group work accelerates the development and activates each participant.

Independent acquisition of knowledge instead of simply "filling" memory with ready-made information.

The combination of knowledge and practice ensures selectivity, purposefulness, and motivation for learning. Each of these factors can be used in learning models as a guide for developing new approaches and perspectives on problems [3].

The listed psychological and socio-psychological factors are key to effective training of managerial personnel, as they combine practical orientation, personality development and stimulation of internal motivation. Group work and independent acquisition of knowledge seem to be especially important, as they activate internal resources and contribute to deeper assimilation of the material. In general, this approach allows the educational process to be not only informative, but also developmental and creative.

Psychological factors of motivation for educational activities, in particular internal motives, social support and learning conditions, play a key role in shaping the activity and effectiveness of pupils and students. Their consideration allows to increase interest, perseverance and sustainable interest in learning, and also promotes the development of personality and professional competencies. Thus, motivational factors are an important basis for organizing an effective educational process.

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