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# THE PSYCHOLOGICAL ROLE OF MOTIVATION IN STUDENTS' LEARNING ACTIVITIES

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**Annotation**

This article provides a scientific and theoretical analysis of the psychological role and significance of motivation in students' learning activities. It highlights the influence of motivation on students' cognitive activity, their attitude toward the learning process, and the effectiveness of knowledge acquisition.

**Keywords**

Students' learning activities, Motivation, Intrinsic and extrinsic motivation, Cognitive activity, Academic achievement, Psychological mechanisms, Educational effectiveness.

In today's globalized and increasingly competitive educational environment, the effective organization of students' learning activities is considered one of the important psychological and pedagogical issues. Achieving high results in the educational process is closely related not only to knowledge and skills but also to students' attitudes toward learning activities, their level of engagement, and motivation. Therefore, the issue of motivation in students' learning activities has become a relevant object of research in modern psychology and pedagogy. Motivation manifests itself as a set of internal and external factors that direct, activate, and regulate personal activity. In the learning process, motivation determines students' need for knowledge, interest, goal orientation, and stability in learning activities. In particular, the formation of intrinsic motivation has a positive effect on students' independent thinking, cognitive activity, and academic achievement. Currently, the introduction of the credit-module system, distance education, and innovative pedagogical technologies in higher education institutions requires a high level of self-regulation, responsibility, and stable motivation from students. In such conditions, insufficiently developed motivation may lead to indifference toward learning activities, academic passivity, and a decline in learning outcomes. Therefore, an in-depth study of the psychological mechanisms of learning motivation is of scientific and practical significance. Motivation is one of the leading psychological mechanisms of personal activity and includes a set of internal and external factors that determine human behavior, activity, and direction of actions. In psychological science, the problem of motivation has long been one of the leading research objects. Especially in the educational process, motivation plays an important role, as it determines students' attitudes toward learning activities, cognitive activity, and the effectiveness of knowledge acquisition. A. Maslow, in his hierarchy of needs theory, interprets motivation as an internal force aimed at satisfying personal needs[1]. According to him, the need for cognition is one of the highest human needs, and it ensures intellectual development. This approach scientifically substantiates the importance of intrinsic interest in knowledge acquisition in students' learning activities. A. N. Leontiev, based on activity theory, explains motive as the driving force of activity[2]. He emphasizes that the effectiveness of learning activities directly depends on the content and orientation of motives. If a student's

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motivation for learning is meaningful and conscious, their learning activity will also result in high achievements. This indicates the necessity of consciously forming motivation in the educational process. L. S. Vygotsky substantiated the close relationship between education and development, emphasizing that education is the driving force of personal psychological development[3]. However, the effectiveness of this process is determined by students' internal attitudes toward learning activities and their level of motivation. Highly motivated students actively participate in the learning process, strive for independent thinking, and acquire knowledge more deeply.

In psychological research, motivation is mainly divided into intrinsic and extrinsic types. Intrinsic motivation is characterized by students' interest in learning, satisfaction derived from the learning process, and aspiration for self-development[4]. L. I. Bozhovich evaluates intrinsic motivation as an important condition for personal development and considers it the main source of stable learning activity[5]. Extrinsic motivation, on the other hand, is associated with grades, rewards, avoidance of punishment, or social pressure. In the self-determination theory developed by E. Deci and R. Ryan, intrinsic motivation is recognized as the most effective type of motivation, while extrinsic motivation is noted to produce short-term results[6]. Therefore, pedagogical approaches aimed at developing intrinsic motivation are considered a priority in modern education systems. Motivation also has a significant impact on students' cognitive activity. According to J. Bruner, motivation oriented toward cognition promotes problem-solving, analytical thinking, and creative approaches[7]. Research shows that there is a strong positive correlation between learning motivation and academic achievement[8]. Highly motivated students achieve high results not only in their studies but also in their future professional activities.

To develop motivation in the educational process, it is important to reveal the practical significance of learning materials, use interactive teaching methods, and consider students' individual characteristics and interests. As noted by E. P. Ilyin, a positive psychological environment between teachers and students is an important factor in the formation of motivation[9]. Therefore, it is necessary to introduce scientifically grounded psychological mechanisms aimed at developing motivation in higher education institutions.

In conclusion, motivation is a central psychological factor in students' learning activities, ensuring cognitive activity, academic achievement, and personal development. Therefore, the conscious formation and development of motivation in the educational process is one of the key tasks of modern education.

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