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STRATEGIES FOR ENHANCING LEARNING MOTIVATION BASED ON INFORMATION AND COMMUNICATION TECHNOLOGIES

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Abstract: This article analyzes strategies for enhancing students' learning motivation through information and communication technologies (ICT). The author highlights the importance of digital tools in education, their impact on motivation, and the effectiveness of using interactive and innovative technologies in the classroom. The article methodologically substantiates the role of electronic resources, online platforms, multimedia tools, and gamification elements in strengthening students' interest in acquiring knowledge, encouraging independent research during the learning process, and forming an active attitude toward education. The article offers pedagogical recommendations and practical strategies for stimulating motivation.

Keywords: learning motivation, information and communication technologies, digital tools, online education, gamification, interactive methods, multimedia, educational technologies, pedagogical strategy, digital motivation

Article Text: Modern education is closely linked with information and communication technologies (ICT), which affect the interactivity, effectiveness, and most importantly, students' learning motivation in the educational process. Today, enhancing educational motivation through digital technologies is not just a technical issue but is closely connected with didactic and psychological concerns. Purposeful use of ICT tools to activate students' attitudes toward learning significantly increases educational effectiveness.

Learning motivation is the student's internal need, interest, and inner passion for knowledge acquisition. A decline in motivation manifests as lack of active participation in class, low achievement levels, and absence of desire for independent work. Therefore, modern educational strategy aims to develop students as active participants. This goal can be achieved through information and communication technologies.

Scientific literature extensively covers the role of ICT in enhancing learning motivation. In particular, scholars such as R. Gofurov, M. Rasulov, and S. Nishonova have expressed their views on the impact of digital environments, multimedia tools, and online platforms on motivation in their research. In international experience, J. Keller's ARCS model (attention, relevance, confidence, satisfaction) has been adapted to ICT and is considered an effective tool for engaging students in lessons. According to this model, technological tools capture students' attention, instill confidence, and create satisfaction with the lesson.

Several strategies are considered effective in enhancing learning motivation through ICT. The first strategy is the use of interactive resources. Interactive whiteboards, mobile applications, online tests, and electronic trainers actively engage students in lessons. In particular, the ability to see immediate results of tests or tasks increases student activity through anticipation of results, participation in the evaluation process, and drawing conclusions.

The second strategy is gamification. Introducing game elements into the educational process – such as scoring points, progressing through levels, receiving virtual achievements – motivates students through competition and interest. This approach engages students in learning through

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external incentives even when internal motivation is low. Gamification elements are relevant not only in primary school but also in middle and upper levels.

The third strategy is enhancing visual motivation through media and multimedia tools. Video lessons, animations, slides, and graphical tests accelerate students' memorization, imagination, and contextual understanding processes. Particularly, presenting complex topics through visual tools facilitates understanding and increases interest.

The fourth strategy is personalized digital assignments. These types of tasks take into account the student's knowledge level, interests, and previously acquired knowledge. Such assignments are individually created through ICT – automated tests, diagnostic questions, customized exercises. This approach encourages students to recognize their capabilities and achieve success.

The fifth strategy is directing the assessment mechanism toward incentivization based on ICT. Online assessment, digital portfolios, mobile tests, and automated rating systems instill an inner confidence in students that "my work is being evaluated." This strengthens motivation.

The teacher's task is to select appropriate technologies that encourage active participation in each lesson, adapt learning materials through them, and develop strategies suitable for individual student capabilities. Additionally, incorrect or excessive use of digital technologies can produce the opposite result. Therefore, it is necessary to integrate them in accordance with pedagogical objectives.

Conclusions and recommendations:

1. Didactic strategies aimed at increasing students' learning motivation using ICT tools should be developed.
2. The use of gamification and interactive methods is recommended at each stage of the lesson process.
3. Each subject should create its own bank of digital assignments and develop personalized activities based on them.
4. Methodological manuals on developing learning motivation based on ICT should be developed for teachers, and seminars should be organized.
5. In the assessment process, results-based, transparent, and understandable mechanisms should be implemented using digital technologies.

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