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ТЕОРЕТИЧНІ НАПРАЦЮВАННЯ ЩОДО МОТИВАЦІЇ ТА ЇХ ВПРОВАДЖЕННЯ В ОСВІТУ ПІДЛІТКІВ

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THEORETICAL ACCOMPLISHMENTS IN MOTIVATION AND THEIR IMPLEMENTATION IN SECONDARY SCHOOL EDUCATION FOR ADOLESCENT STUDENTS

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Анотація. У викладеному теоретичному дослідженні основною метою було з'ясувати, як існуючі мотиваційні теорії можуть бути імплементовані в освітню систему середньої школи з метою вивчення мотивації підлітків до навчання. Дана стаття аналізує такі теорії як соціальна когнітивна теорія, теорія ситуативних очікувань і цінностей, теорія самовизнання та теорія досягнення мети. Соціальна когнітивна теорія підкреслює роль самоефективності. Теорія ситуативних очікувань і цінностей розглядає, як думка учнів про свої навички та знання впливає на рівень їх залучення. Теорія досягнення мети або цілей показує вплив цільової орієнтації на мотивацію учнів. Особливу увагу в статті приділено теорії самовизнання з зосередженням на задоволенні основних психологічних потреб. Кожна з цих теорій надає свої унікальні погляди на те, що стимулює учнів до залучення до навчання та саморегуляції. Різні теорії мотивації були описані на основі різних досліджень, проведених вченими-психологами. Впровадження даних теорій у навчальну практику має велике значення для розробки стратегій, які ефективно підтримують внутрішню та зовнішню мотивацію у підлітків. Важливість мотиваційних теорій та їх впровадження полягає в необхідності підтримки учнів у навчанні під час війни в Україні та впливу соціальних мереж. Ці зовнішні чинники впливають на те, як мотиваційні теорії можуть бути застосовані в нинішніх освітніх умовах. Аналіз показує зв'язок між теоріями та те, як створити комплексний підхід, що може дати високі результати для освітнього процесу. Реалізація певних теорій може привести до кращого розуміння того, що мотивує студентів, розуміння способів підвищення мотивації. Займаючись різноманітними мотиваційними потребами учнів, вчителі можуть посприяти у створенні ефективного середовища навчання. Досліджено пристрасть як складову мотивації, виділено аспекти гармонійних та одержимих пристрастей, що може дати додаткову інформацію для подальших досліджень. У цьому теоретичному дослідженні є основи для майбутніх досліджень мотивації та практичних застосувань, які спрямовані на покращення навчального досвіду в учнів у середній школі.

Ключові слова: педагогічна психологія, підлітковий вік, мотивація, пристрасть, освіта.

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Abstract. As a result of the theoretical research, the main goal was to investigate how the existing motivational theories can be implemented in the educational system of the secondary school in order to study the motivation of adolescents to study. This article includes such theories as social cognitive theory, the theory of situational expectations and values, the theory of self-recognition, and the theory of goal achievement. Social cognitive theory emphasizes the role of self-efficacy. The theory of situational expectations and values considers how students' opinion about their skills and knowledge affects the level of their involvement. The theory of goal achievement or achievement goals shows the influence of goal orientation on student motivation. The theory of self-recognition with a focus on satisfying the basic psychological needs of needs was especially highlighted. Each of these theories provides a unique perspective on what motivates students to engage in learning and self-regulate. Various theories of motivation have been described based on various studies conducted on them. The introduction of these theories into educational practice is of great importance for the development of strategies that effectively support internal and external motivation in adolescents. The importance of motivational theories and their implementation lies in the need to support students in learning even during the war in Ukraine and the influence of social networks. These external factors influence how motivational theories can be applied in current educational settings. The analysis shows the relationship between the theories and how they can create a comprehensive approach that can result in the educational process. Implementation of certain theories can lead to a better understanding of what motivates students and ways to increase motivation. By addressing the diverse motivational needs of students, teachers can help create an effective learning environment. Passion as a component of motivation is

explored, highlighting aspects of harmonious and obsessive passions, which can provide additional information for further research. This theoretical study provides foundations for future motivation research and practical applications that aim to improve the learning experience of students in secondary school.

Keywords: educational psychology, adolescence, motivation, passion, education.

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Statement of the problem. Motivation is a complex part of human behavior. It is a popular topic for discussion when it comes to education. As it seems, teachers have an understanding that motivation in studying is an essential part of school. Most educators have heard of one or two ways to motivate students. Most of the time it is either promising a high mark, or the opposite, threatening to put a low mark for not completing the task or informing their parents. For students to have motivation in the first place, teachers need to know what issues there are at the moment that do not allow them to achieve satisfying results when it comes to motivate students.

The definition of motivation consists in motives, where the motive is an incentive to activity, which is related to the provision of human needs, that is, the fulfillment of actual human needs. The motive that appears is directly related to the provision of the existing needs of the subject of activity, and therefore performs a motivating function, creating the objective orientation of human activity. Learning to distinguish between motivations helps the student understand why they need to learn, but this does not guarantee that the student will want to be involved in the learning activity (Kalenychenko 2023).

When an individual understands that their have skills that lead to success, this understanding leads to increasing one's self-esteem and confidence in their success. If failure happens, the drive to solve the problem increases for individuals who are motivated to succeed, and after fruitless attempts, they may achieve higher results in their academic engagement (Nykonenko, Lymareva, 2024). Academic engagement is explained as a positive state of mind that includes approaching one's studies with a lot of energy, a sense of pride and enthusiasm, and with a opportunity to get involved while studying (Schaufeli et al., 2002).

Several issues exist regarding relating motivation and maybe the most influential is

the war in Ukraine. Even though most people have adapted to new conditions, the situation still affects the school process. Adolescent students during the lessons and between them discuss the situation in the country whenever it is possible, think about it or just scroll the internet looking up for news. Thus their focus is not on school, it is a concern for the country they live in. Such concerns may lean towards a lack of confidence in their future, stress, or other psychological factors.

Social media during the last ten or twenty years has changed the way of how students see themselves in the adulthood.. Students throughout various online platforms find easier ways to succeed in life. Some may not see any sense in studying where there are types of ways to earn a living where the knowledge and skills that school gives them will not be relevant for them in the future.

These are just a couple of examples of what motivation at school is being affected by. By looking through the recent popular theories that exist, we may find ways to implement them in the school system. We can start by asking questions like what drives students or what ways can teachers help students find their passion and not obsession.

The whole problem is that surrounds the question around motivation is that it is understandable as an important element in the educational system. Like a "tool" that must be present, but this "tool" has been used in so many ways, that it is often misused, which leads to results that do not satisfy neither students nor teachers in the end.

Analysis of recent research and publications. There are different theories of motivation and even more of whom found and studied these theories. Some of these theories were filled with new components by other researchers. Others were finding associations with one another, or even a new theory way made based on the existed one. Naming all of the researchers would take more than a page, but here are some of them. David B. Miele,

Emily Q. Rosenzweig, Alexander S. Browman, Bandura A., E.L. Deci, R.M. Ryan, Eccles-parsons, Weiner, Graham, Dweck, Leggett, Yeager, Vallerand, Nykonenko O., Syngaiivnska I. et al.

The purpose of the article. The main goal is to study the theories of motivation that exist and how to implement them theoretically.

Presentation of the main research material. Motivation is an important factor in the construction of educational activities for both students and teachers. The prerequisite for success is the formation of a motivational sphere and development where there is a need for purposeful influence from teachers (Kalenychenko 2023). Content theories concerning motivation look at the internal forms of motivation, being personal values, needs, beliefs, and other reasons that build the desire and course for the behavior (Nykonenko, Lymareva, 2024).

In the recent theoretical and methodological advances there are multiple theories that talk about student motivation are present in educational psychology (Miele et al., 2024). Some of them are going to be looked through due to their origin and implementation level.

Social Cognitive Theory (SCT) is a theory about personal factors concerning the evaluation of individual's abilities, behavioral factor concerning how much effort or what choices the individual makes and environmental factors concerning the social interactions particularly what kind of feedback the individual make get. These three factors interact reciprocally (Bandura, 1997).

This theory demonstrates a concept about self-efficacy. The idea about self-efficacy was added later when the SCT evolved (LaMorte, 2022). The self-efficacy functions in different forms of cognitive motivation, in which people motivate themselves. It shows that individuals are able to have self-motivation. (Bandura, 1997) Personal factor being a part of self-efficacy, which has 4 sources of information: social persuasion, performance accomplishments, physiological and affective signals and vicarious experiences (Schunk et al., 2020).

If we try to implement this theory in school education it may show how students are able to motivate themselves to learn. At the same time we need to account that the motivation to learn can be situational and the desire for self-improvement can occur depending on the place and time (Kalenychenko 2023). However in case when students have a clear goal which they want to achieve, they will move towards it. Sometimes having only a goal is not always enough, some sets of efficacy beliefs may need to be present as well (Bandura, 1997). That is due to the fact that motivation is characterized by a system of incentives that creates the activity of the organism and determines its orientation. If we talk about educational motivation, then it is based on a need that stimulates the student's cognitive activity and her readiness to learn and use knowledge. The presence of a need does not determine the specifics of the activity, its subject appears when a person begins to act. In educational activity, the motivational component is related to cognitive needs, motives, and the meaning of learning (Kalenychenko 2023).

One of the most recent theories Situated expectancy-value theory (SEVT). The two closest factors that influence students' motivation are expectancies for success that they may have and their own personal task values. The expectancies are comparable to competence-related beliefs. The perception of task's value is correlated with beliefs. These beliefs are consists of four values: intrinsic value, utility value, attainment value and it's poorly related to perceived costs. SEVT states that students' behavior can be estimated by their expectancy and value beliefs. These beliefs are influenced by social, psychological, and cultural factors. By using SEVT, it can be explained that motivational functions can change the conditions in which students learn at present and it may effect in further events (Eccles & Wigfield, 2020).

A part of SEVT is self-directed learning. Self-direct learning creates an environment where adolescents have an autonomy and competence which they achieve by being supported with their own learning ideas. They work on their own strategy for learning and use

the opportunities to regulate their strategies and goals. Another part of SEVT is teacher-directed environment, where adolescents are being taught what was planned by the teacher. In this environment they have less autonomy, the program and goals are set by the curriculum. It does not mean that the students are being controlled, but rather they do not choose the goals as they do in the self-directed learning (Schweder et al., 2022).

Interest is an important component in SEVT. Students who know their interests or if their interests are more precise are able to face new challenges better and find more motivation while learning. Interests can be described as state interest and less developed interest. State interest is an experience of it at presence. Less-developed interest is about students' initial phases while the interest is developing. There are different phenomena present in researches which differ depending on the person and time by comparing experience and person characteristics, micro and macro time scales respectively. Even though the line between situation and person categories is not clear, their link is inextricable (Knogler, 2017).

Therefore, interest and self-directed learning are connected. There are results that indicate the profile membership that was made in the self-directed learning researches where it was maintained and transferred to the subsequent teacher-directed instruction. Where in the interest of chosen self-directed learning subject was much more in comparison to the teacher-directed one (Schweder et al., 2022).

Another study confirms the utility of SEVT as a foundation for studying teachers' motivations and broadens its qualitative approach. Teachers with an understanding of the new instructions and with their own personal beliefs that support new practices may still feel some limitations in their ability to apply these practices with the amount of learning material they must go through and the time lost for the tests (Day, 2021).

These findings suggest that adolescents' learning conditions during self-directed learning can unlock their interests and preferences in a subject area. In pursuing their

own learning goals, adolescents are able to create their own way of getting knowledge and achieve successful learning experiences. They can constantly adapt their strategy of achieving the learning goals. With the help of teachers and peers they could also observe each other processes and learn from their feedbacks (Schweder et al., 2022).

Self-directed learning, teacher support and interest depend on various situations such as students and teachers' mood ability to be present at the moment and time. Provides this shows that situational conditions affect students' expectancy–value profiles which later affects their learning progress (Eccles & Wigfield, 2020).

An important condition in studies is the component of cognitive needs and motives for self-expression, self-improvement, and self-realization. The emotional experience of a cognitive need appears as an interest. Depending on the motivation for learning, students' attitudes toward it can be neutral, negative or positive (Kalenychenko 2023).

One of the most popular and complex theories that are there in educational psychology is the Self-determination theory (SDT). Some research papers call this theory the incentive theory (e.g., Killeen, 1982; Logan, 1986). In the most recent researches two types of motivation are being introduced: intrinsic and extrinsic. Both can be about obtaining valued outcome or avoiding undesirable outcome (Ryan et al., 2020). In other words the more adolescents have pleasure or see value in learning, the more they achieve positive outcomes in studying. Using various benefits or punishment as a motivational source seems useless to support them in studying (Guay, 2022).

Intrinsic motivation is a key for persistence at work. When they are intrinsically motivated, people experience learning activities as an end in itself, such that the activity and its goal combine. The result is increased interest and enjoyment of work activities (Fishbach et. al. 2022). Intrinsic goals lead to greater autonomous motivation which is in turn related to more positive outcomes. Autonomous goals not only lead to more positive cognitive and behavioral

outcomes, but also to affective ones (Guay, 2022). However, intrinsic motivation in one subject may have a changing effect on learning in other subjects, due to that both low and high levels of intrinsic motivation in the more interesting subject reduce the activity in less interesting subjects. Later this effect was explained by increased levels of boredom after low and high intrinsic motivation on more interesting subjects that do not relate to emotional and cognitive processes (Shi et al. 2019). In general, intrinsic goals lead to greater autonomous motivation which in turn relates to more positive results. Autonomous goals not only lead to more positive cognitive and behavioral outcomes, but also to affective ones (Guay, 2022).

Extrinsic motivation has four subtypes which can be put into two categories: controlled and autonomous. Controlled external motivation consists of external regulation and introjected regulation, while the autonomous consists of identified regulation and integrated regulation. Autonomous external motivation is about self-regulation, effectively operate your own life contexts and being socially connected. Providing students with choices during learning, rational pursuing learning goals and have empathy with their perspectives they being autonomous with their with their decisions and learn to take responsibility for them. People are more likely to experience autonomous (in comparison of being controlled) external motivation when the their basic needs for autonomy, competence, and relatedness are fulfilled (Ryan et al., 2020). The present study adopts a person-centred approach by identifying students' profiles based on the satisfaction of their psychological needs of autonomy, competence, and relatedness (Earl et al., 2019). If we take just competence, then it is an essential part of Satisfaction of the need for full functioning at school (Guay, 2022). Even though it being essential, students reported optimal achievement, emotional well-being and satisfaction in classrooms when all three needs were satisfied congruently as opposed to simply feeling competent towards school work (Earl et al., 2019). Extrinsic goals distract students from these outcomes that are of the

utmost importance to succeed later in life. Hence, in addition to supporting autonomous motivation for learning activities, teachers and other staff members should also pay attention to the nature of the goals made by students. Students may have intrinsic and extrinsic goals at the same time that can backfire later (Guay, 2022).

Another popular modern theory is the Achievement goal theory. Achievement goal theory is based on achievement motivation which is based on a personal need to accomplish success in various activities (Nykonenko, Lymareva, 2024). It aims to examine the impact of different types of goals on students' engagement and performance and the ways in which these goals are elicited by particular aspects of the learning environment. There are two models for this theory: the goal orientation model and the goal stranded model. The goal orientation model tries to underly the reasons where the goal standard model explains the standards of competence (Elliot et al, 2017).

Students who want to achieve success most of the time associate their achievements with their internal characteristics, like diligence, persistence, and ability, while failures are associated with external situations. On the other hand, those who avoid failure often associate their achievements with external causes, for example luck. In the development of achievement motivation, it is essential to take into consideration the aspects of success and failure, for example: one's abilities, the complexity of the task, the attempts made, and luck. It can be made by psychological mechanisms, such as self-regulation, self-awareness, inner confidence, level of harassment, and belief in one's capabilities. Teachers should use flexible plans and specific management in order to create a positive motivational environment (Nykonenko, Lymareva, 2024).

Conceptual and methodological decisions have contribute to more theoretical and measurement precision, but also lead to narrowing the focus and to a movement away from some of the big questions, particularly regarding the meaning of success in

classrooms, schools, and other achievement contexts.

The achievement goal theory has two achievement needs that consist of approach and avoidance motivations within the theory. It is described in many publications and has achievement goals with two sides: intra-personal and inter-personal. Intra-personal has standards for success or for task-based in mastery goals. Inter-personal has standards in performance goals (Urda et al., 2020).

There is a differentiation between different performance-approach goals that are part of achievement goal theory. The performance-approach goals consists of appearance, normative and proving. Studies refers to the fact that appearance showed beneficial associations with important educational results. There are different intercorrelations between the three performance-approach goals and the other achievement goals such as: mastery, performance-avoidance and work-avoidance goals. This suggests that students with the goal of appearing competent to their significant others most likely do not have the goal of putting effort into obtaining more knowledge or to improve their skills but would just want to show off in front of others. It is possible that the more someone values a task for oneself, the less important it is to demonstrate one's competence in this subject to others (Wirthwein et al., 2020).

There are other theories for motivation such as Attribution theory which causes of achievement-related successes and emotions (Graham, 2020). This theory had a strong influence on mindset theory (Dweck et al., 2021).

Approach is novel in that it suggests that people modulate both the quality and quantity of their motivational states in order to achieve desired ends (Miele et al. 2020).

Particular types of motivational states are more adaptive in some contexts than in others, flexibly instantiating the right motivational state at the right time may be key to achieving one's goals (Fujita et al., 2024).

The Role of Passion in Education should be highlighted as well. Specific researches mention are two types of passion: obsessive

and harmonious (Vallerand et al., 2003). Harmonious passion results from an autonomous internalization of the activity into the person's identity, where the student has freely accepted the activity as important without any happenings connected to it. Obsessive passion results from a controlled internalization of the activity that one loves into one's identity, which means that values and regulations associated with the activity are internalized partially in the self or completely outside the integrating self (Deci & Ryan, 2000). Obsessive passion and harmonious passion can be mixed (Chichekian et al. 2022). Harmonious passion predicts more adaptive cognitive processes, including enhanced concentration, attention, mindfulness, and executive functioning, whereas OP predicts more maladaptive cognitive processes such as rumination (St-Louis et al., 2018). Academic enjoyment is found to mediate the relationship between harmonious passion and changes in self-regulated learning and psychological well-being, while only boredom mediated the relationship between obsessive passion and changes in self-regulated learning and psychological well-being (Sverdluk et al., 2022).

Teachers just like students may require passion in their work. Day defined passionate teachers as: experts in their field; caring for students; deriving a sense of identity as teachers; having high levels of emotional intelligence; and resilient (Day, 2009).

As a consequence of passion a feeling of flow can occur (Lavigne et al. 2012).

Conclusion. There are many theories to be mentioned. These we chosen for this research as they are the most relevant and modern to this day. Some theories were improved to be up-to-date (e.g. Eccles et al., 1983; Eccles et al., 2020). They all are useful in particular cases. At the same time they are all interconnected with each other by fulfilling different aspects where some parts may be missing. For example there are a lot of similarities between SEVT and Achievement goal theory where an important indicator is success. SEVT shows how to achieve your own learning goals, adolescents are able to create their own way of getting knowledge and

achieve successful learning experiences. Achievement goal theory aims to examine the impact of different types of goals on students' engagement and performance in order to achieve what the student may count as success. Meanwhile SCT is about personal factors concerning the evaluation of individual's abilities, behavioral factor concerning how much effort or what choices the individual makes. education it may show how students are able to motivate themselves to learn. The one that may have the most connections to each one of them is SDT. It has one of the most structured theories written out there, which makes it very easy to start implementing it in various situations. Other theories were mentioned such as attribution and mindset theory.

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