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## **THE MOTIVATION OF UNIVERSITY STUDENTS AS AN ACTUAL ISSUE IN PSYCHOLOGY AND PEDAGOGY**

Pedagogy and psychology coexist in the field of education. Each of these subjects makes a significant contribution. Pedagogy is a branch of knowledge that studies the essence, regularities, principles, methods, and forms of organizing the pedagogical process as a factor and means of human development throughout his or her life. While pedagogy studies the education and upbringing of a person, psychology examines the internal processes of the individual. Both subjects include separate branches of studying individuals at different stages of age development. Some of such branches are pedagogy and psychology of higher education.

An important issue in this field is the problem of student motivation, increasing motivation for learning, activating their interest in subjects, and ensuring successful achievement of educational goals. Any activity, including learning, is based on

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motivation, and it can be managed, allowing for the management of the educational process. The foundations of professionalism are formed in higher education, which require continuous self-education, which is impossible without motivation. The relevance of empirical research on the motivation of higher education students towards academic activities is due to the decline in internal academic motivation during the learning process for most students in higher education institutions.

Interestingly, in learning, the motivation factor plays a more significant role than the student's intelligence. Psychological studies show that the results of those students who had a genuine interest in the subject are higher than those that considered more intelligent.

The term motivation was first introduced by the German philosopher A. Schopenhauer in his work "The Fourfold Root of the Principle of Sufficient Reason" Motivation is a combination of external and internal motives that determine an individual's behavior, according to scholars such as A. I. Naumov and O. S. Vikhansky[3, p 146]. Psychologist M. Sh. Magomed-Eminov understands motivation as a specific process which main goal is to regulate and direct actions towards achieving specific target states. Motivation begins with defining the motive for action [4, p. 65]. A motive is an internal stimulus that drives action. Unlike motivation, a motive is a narrower concept that consists of thoughts, feelings, and beliefs upon which motivation is formed.

E. P. Ilyin divides motives of learning into two groups. The first group consists of cognitive motives related to the content of educational activities and the process of their execution: broad cognitive motives, educational-cognitive motives, and self-education motives. The second group is represented by social motives (broad social and positional motives, motives of social cooperation) that are connected to various social interactions of the student with other people.

One specific type of motivation is motivation for educational activities, which consists of psychological qualities of the learner that depend on the specifics of the educational process. The motivation of higher education students relates to professional and personal characteristics and is directly linked to effectiveness and

quality of work. In the works of V. K. Vilunas, motivation is divided into positive and negative [2, p. 3]. Positive motivation is based on positive stimuli that evoke feelings of relief and hope. On the other hand, negative motivation is based on negative stimuli that induce feelings of fear and disappointment. Additionally, material and non-material motivations are distinguished. Material motivation refers to motivation associated with material rewards, while non-material motivation involves non-material incentives.

In psychology, external (extrinsic) and internal (intrinsic) motivations are also distinguished. According to O. A. Shlyapnikov, external motivation is understood as the impetus for activity through external forces [5, p. 29]. External motivation is regulated by external psychological and material-value factors. Internal motivation is defined as a psychological process that regulates a person's behavior and depends on internal motivations of the individual. Internal motivation develops at the following levels: situational level, situational-value level, and subject-value level [1, p. 136-138].

The situational level is characterized by finding satisfaction and joy in one's activities not only through external stimuli, such as praise or reward, but also through self-determination - the ability to choose, control, and evaluate one's actions independently. The situational-value level implies the possibility of displaying internal motivation even when needs are not being met. At the situational-value level, it becomes important for a person not only to perform actions or tasks, but also to do so with an awareness of his or her own choices.

Therefore, the development of internal motivation in high school students is a key factor in the educational process, as the success of learning is directly linked to motivation. All of this makes this issue a fundamental problem in education.

Modern education is characterized by a predominance of external motivation. Despite this, internal motivation is a necessary component of the learning process that is important to stimulate throughout educational activities. The highest level of quality and effectiveness in the learning process can only be achieved when there is internal motivation present, which, unlike temporary and superficial external

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motivation, is characterized by meaningful cognitive interest that remains with a person throughout his or her life, driving him or her towards self-development and acquiring new knowledge, skills, and abilities. In other words, internal motivation is the foundation of sustainable motivation.

In the behavior of students who express interest in educational activities, there are motives for self-development and achievement that compel them to work and grow, set goals for themselves, overcome challenges in order to achieve high results.

Indicators from a study conducted using the methodology of A.A. Rean and V.A. Yakunin demonstrate a prevalence of external motivation among students in higher educational institutions, with main motives being: obtaining a diploma, satisfactory grades, or approval from others [4, p. 434-436]. To address this issue, a program called 'Development of Motivation for Educational Activities of Higher School Students' was created to psychologically assist students in developing motivation for learning. The program includes methods such as business games, roundtable discussions, role-playing games, socio-psychological trainings, and conversations. The program consisted of 48 hours, after which a follow-up study was conducted. As a result, the percentage of internal motivation increased. The main motives of the students became: acquiring knowledge, successful future professional activity, and intellectual satisfaction. Thus, the research demonstrated a successful transition from extrinsic motivation to intrinsic.

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## **ЖИТТЄСТІЙКІСТЬ ТА ПСИХОЛОГІЧНЕ БЛАГОПОЛУЧЧЯ ОСОБИСТОСТІ**

В умовах сьогодення життєдіяльність особистості протікає в складних стресових, екстремальних умовах, які зумовлюються різноманітними факторами, з-поміж яких варто вказати пандемію коронавірусу COVID та повномасштабне російське вторгнення на територію України. Безумовно небезпека, нестабільність, невизначеність, незадоволеність, постійні зміни позначається на стані здоров'я людини, її активності, поглядах на життя, здатності долати життєві труднощі. Це потребує від особистості психологічної адаптивності, життєстійкості.

Вивчення життєстійкості є актуальним напрямком психологічних наукових розвідок. І. Бринза, С. Кобейс, С. Кравчук, О. Кузнєцова, Т. Ларіна, О. Лич, С. Мадді, О. Чиханцова та інші науковці виявляють інтерес до проблеми життєстійкості особистості.

С. Кобейс, С. Мадді запропонували теоретичні основи вивчення життєстійкості, згідно досліджень яких це поняття виступає особливою