

СЕКЦИЯ 1. EDUCATIONAL TECHNOLOGIES IN THE MODERN EDUCATIONAL SPACE

UDC 621.350.11

A BRIEF ANALYSIS OF LEARNING MOTIVATION THEORY

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Abstract. As an important factor affecting individual learning behavior and learning outcomes, learning motivation has always been one of the research hotspots in the field of educational psychology. The theory of learning motivation is to deeply explore the intrinsic driving force and goal orientation of individuals in the learning process, and reveal the psychological mechanism behind learning behavior. Different types of learning motivation reflect the different concerns and emphasis of individuals on knowledge, achievement, self-development, etc., and provide educators with more effective teaching strategies and personalized education programs. By deeply studying the theory of learning motivation, it can promote individuals to achieve more comprehensive development and growth in learning, improve learning effects and learning motivation. Therefore, the study of learning motivation theory has important educational significance and practical value.

Keywords: Career Decision-Making Self-Efficacy Scale, Career Choice, Development Decision, Self-Evaluation.

There are different theories of motivation. The main are Self-determination theory, Achievement Goal Theory, Cognitive Evaluation Theory and Expectancy-value theory.

Self-determination theory was proposed by psychologists Dece Ryan and Richard Dietz. The theory believes that individual behavioral motivation is affected by three basic psychological needs, namely autonomy, sense of ability and interpersonal relationships. When these needs are met, individuals will experience intrinsic motivation and are more likely to continue to participate in learning activities.

Self-determination theory is a psychological theory about human motivation and individual behavior. The theory was proposed by psychologists Edward L. Deci and Richard M. Ryan in 1985 to explain the motivation and behavior of individuals in different situations.

Self-determination theory believes that individual motivation and behavior depend on satisfying three basic psychological needs: autonomy, competence, and interpersonal needs.

Autonomy: Autonomy refers to the need for individuals to have a certain degree of self-selection and control over the causes and goals of their own behavior. When

individuals feel that their behavior is based on internal motivation and real interests, rather than external pressure or control, they will be more motivated and engaged.

Competence: Competence refers to the need for individuals to have ability and effectiveness in a specific field. Individuals are eager to experience recognition and improvement of their abilities in learning and growth, which will bring satisfaction and a sense of accomplishment, thereby enhancing their motivation to learn.

Relatedness: The need for interpersonal relationships refers to the need for individuals to establish connections with others, feel a sense of belonging and be accepted. Individuals need to interact, cooperate and share with others in the learning process to meet social needs and gain support and recognition from them.

Self-determination theory emphasizes the importance of intrinsic motivation, that is, individuals participate in activities out of internal interests and values. Compared with extrinsic motivation, intrinsic motivation is more conducive to the development of individual persistence, creativity and positive mental health. In addition, self-determination theory also proposes different types of motivation, including intrinsic motivation, extrinsic autonomous motivation, external control motivation and amotivation. These motivation types are classified according to the degree of influence of internal and external factors on motivation.

In summary, self-determination theory emphasizes that satisfying the individual's autonomy, sense of competence and interpersonal relationship needs plays an important role in stimulating and maintaining intrinsic motivation and positive behavior. Understanding self-determination theory can help educators, parents and organizers create an environment that supports individual autonomy and motivation and promotes individual learning and growth.

The second theory – Achievement Goal Theory – was proposed by psychologists Andrew Elliot and Carol Dweck. Achievement goal theory believes that individuals will pursue different types of goals in the learning process, including task-oriented goals (focusing on improving their own abilities) and performance-oriented goals (focusing on showing their performance relative to others), and different types of goals will have different effects on learning motivation.

Achievement goal theory is an important branch of learning motivation theory, mainly proposed by psychologist Dweck. Achievement goal theory believes that the motivation and performance of individuals in the learning process are affected by their orientation and orientation to goals.

Achievement goal theory mainly includes two types of goal orientations:

Performance goal orientation: refers to individuals focusing on the results of their performance in the learning process, such as getting good grades, winning rewards, etc. Students with performance goal orientation usually associate success with their own abilities, believing that success is a manifestation of ability, and failure is a manifestation of insufficient ability.

Learning goal orientation: refers to individuals focusing on their own growth and progress in the learning process, and attaching importance to the satisfaction and cognitive development brought by learning itself. Students with learning goal

orientation pay more attention to improving their abilities through hard work and learning, and have a positive attitude towards challenges and difficulties.

According to achievement goal theory, students' goal orientation affects their motivation, behavior, and performance in learning. Specifically, students with performance goal orientation may avoid challenges and failures because they worry that failure will damage their image and self-esteem, causing them to choose easier tasks or avoid challenging tasks. Students with learning goal orientation are more willing to accept challenges and difficulties because they believe that challenges and failures are opportunities for learning and growth, which can help them improve their abilities and skills.

Educators can stimulate students' learning goal orientation, encourage them to focus on growth and progress in the learning process, and cultivate their autonomous learning ability and positive attitude. At the same time, educators can also help students with performance goal orientation transform into a more positive learning goal orientation, thereby improving their learning motivation and performance.

Cognitive Evaluation Theory was proposed by psychologist Edward Deci. Cognitive evaluation theory believes that external rewards or punishments can affect an individual's intrinsic motivation, and too much external rewards may weaken an individual's intrinsic motivation and reduce their interest and effort in learning.

Cognitive evaluation theory is a theory about learning motivation, developed by psychologists Edward L. Deci and Richard M. Ryan on the basis of self-determination theory. This theory focuses on the impact of external rewards on individual motivation.

Cognitive evaluation theory believes that external rewards can have a positive or negative impact on an individual's motivation, depending on the extent to which the rewards affect the individual's intrinsic motivation and autonomy. Specifically, the theory proposes two types of evaluations:

Controlling Evaluation: When individuals perceive those external rewards manipulate their behavior through control, pressure, or conditions, this evaluation is called controlling evaluation. Controlling evaluation weakens an individual's intrinsic motivation and reduces their interest and involvement in the task.

Autonomy-supportive Evaluation: When individuals perceive those external rewards are consistent with their autonomy and intrinsic motivation, this evaluation is called supportive evaluation. Supportive evaluation will enhance individuals' intrinsic motivation and autonomy, and promote their interest and involvement in tasks.

Cognitive evaluation theory emphasizes the impact of individuals' interpretation and perception of rewards on motivation. If individuals regard external rewards as support and recognition of their abilities, achievements, or autonomy, they are more likely to maintain positive learning motivation. On the contrary, if individuals regard external rewards as control and pressure on their behavior, they may reduce their interest and involvement in tasks.

In practice, supportive evaluation can be achieved by providing choices, encouraging autonomy, providing reasonable explanations, and providing support to

individuals. This supportive environment can promote the improvement of individuals' intrinsic motivation, autonomy, and learning motivation.

In summary, cognitive evaluation theory emphasizes the impact of external rewards on individual motivation, with a special focus on the evaluation of rewards on individuals' intrinsic motivation and autonomy. Supportive evaluation can enhance individuals' intrinsic motivation and learning motivation, while controlling evaluation may weaken individuals' intrinsic motivation. Understanding the impact of these evaluations on learning motivation can help create a supportive learning environment and promote individuals' learning involvement and growth.

Expectancy-value theory was proposed by psychologists Judith Eccles and Allen Vanden. The expectancy-value theory holds that an individual's learning motivation is influenced by their expectations of learning success and their perceived value of learning activities, and that individuals are more willing to engage in learning activities that they believe are meaningful and important.

These theories of learning motivation provide us with an important theoretical framework and guidance for a deeper understanding of an individual's learning motivation. At the same time, combining these theories, educators and parents can better design teaching activities, stimulate students' learning interest, and promote their learning motivation and learning achievement.

Expectancy-value theory is an important concept in learning motivation theory, and was also proposed by psychologist Atkinson. The theory holds that individuals consider two factors when choosing behaviors: expectations and value.

Specifically, the expectancy-value theory includes the following points:

Expectancy: refers to the degree of belief that an individual has in his or her ability to achieve a certain goal. The higher the expectation, the more likely the individual is to put in more effort to achieve the goal. The formation of expectations is influenced by factors such as the individual's past experience, ability, and beliefs.

Value: refers to the importance and attractiveness of a goal to an individual. The higher the value, the more motivated the individual is to pursue the goal. The formation of value is influenced by factors such as individual needs, interests, and goal relevance.

Expectancy value: An individual's comprehensive evaluation of expectations and values for a certain goal. If the expectations and values of a goal are high, then the individual will be more motivated to pursue this goal.

According to the expectancy-value theory, educators can enhance students' learning motivation and performance by stimulating their expectations and value perceptions of learning goals. Specifically:

1. Educators can help students establish expectations for success and encourage them to believe that they can make progress and achieve.
2. Educators can increase students' recognition and importance of learning goals and help them realize the importance of learning for future development.
3. Educators can design challenging and attractive learning tasks to improve students' value perception of learning tasks, thereby stimulating their learning motivation.

By understanding and applying the expectancy-value theory, educators can better stimulate students' learning motivation and promote their learning performance and development.

The theory of motivation provides explanations and predictions for learning motivation, helping us understand why students choose to participate in learning, why they are interested in certain tasks and maintain persistent efforts, and how to adjust learning strategies to achieve better learning outcomes. These theories include achievement motivation theory, self-determination theory, goal orientation theory, etc. They provide different perspectives and frameworks to help us better understand the nature and influencing factors of learning motivation.

In addition, studying learning motivation also helps individuals to self-cognize and self-regulate. By understanding their own learning motivation types and individual differences, students can better understand their learning needs and preferences, formulate learning goals and strategies in a targeted manner, and improve learning effects and academic achievements.

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