

**НАПРЯМ 4. ГУМАНІТАРНІ ТА СОЦІАЛЬНІ НАУКИ.
ПЕДАГОГІКА ТА ПСИХОЛОГІЯ.
КУЛЬТУРА І МИСТЕЦТВО**

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MOTIVATION. A HISTORICAL ASPECT

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The importance of motivation in the modern online education environment has become one of the most discussed topics among educators and researchers in the linguistics world. As classical education has suffered big changes since the time of COVID-19 world pandemic, online studying has become a challenge for most of the students as well as professors. Due to the lack of competency of both learners and educators in the usage of online platforms and their insufficiently developed programmes and courses, students' motivation has sharply diminished. There appeared many other factors which intensified low students' motivation like feeling of isolation, the lack of control and support from educators, limited contact with peers.

In order to solve this problem, researchers like E. Deci, M. Hartnett, J. Keller, R.A. Lazowski, T.W. Malone, B. Pakdel, R.M. Ryan, J. Shapiro and others are seeking the ways of versatile teaching methods to encourage students for successful learning.

According to Kendra Cherry, motivation is «is the process that initiates, guides, and maintains goal-oriented behaviors.»under the term of motivation lies «enthusiasm for doing something» [1].

The greater impact in motivation theory has been made by E. Deci and R. Ryan [6] who developed a Self-Determination Theory (further – SDT) which presupposes that an individual involved in the learning process meets three basic needs: autonomy, competence, relatedness. The concept of autonomy means

when an individual takes under control his/her own life and makes decisions of his/her own. The concept of competence represents an individual's obtaining and mastering skills in order to achieve a goal. A relatedness component deals with the feeling of belonging to a group of the same interests, mastered skills induce the sense of rivalry in order to get the reward.

The scientists mentioned above highlight two types of motivation: intrinsic and extrinsic. They state that intrinsic motivation prevails over the extrinsic one because the strong motivation comes first from the inner motive to achieve a goal, from the own desire to accomplish or learn something new because it is enjoyable while extrinsically motivated individuals perform tasks only for a reward or appraisal, or other external factors.

In education, exactly the intrinsic motivation is an important task that many researchers and educators seek to fulfill. In online learning environment this task becomes even more complicated to accomplish and educators strive to find effective methods to create the learning atmosphere that is intrinsically rewarding. E. Deci [2] in 1970 demonstrated an «overjustification» effect at a series of experiments that proved the rewarding motivation diminishes the intrinsic one. According to his study, the «overjustification» effect impacts individual's choices and behaviors. The author compared the motivation of two groups of people: one group of participants was rewarded for completing the puzzle, the other one was not. The group which was paid showed less motivation than the group that wasn't paid and completed the puzzle only for enjoyment. The reason of a sharp decline of intrinsic motivation according to E. Deci and R.M. Ryan is that extrinsic motivation (a reward, money) suppresses a person's autonomy or «freedom of external constraints» which is one of the most important components of intrinsic motivation. Thus, the SDT theory proves when one of its components lacks, a person's motivation weakens [6].

Yet another important research has been carried out by Th. Malone and M. Lepper identifying five factors that increase intrinsic motivation. They are: Challenge, Control, Cooperation, Curiosity and Recognition. These factors are the main dominants for maintaining a high motivation [3].

An American psychologist and professor J. Keller has developed a model which arises students' motivation to the study process. The concept of this system lies in the factors which will arise students' willingness and interest to the subject. It is called ARCS which is Attention, Relevance, Confidence, Satisfaction [4].

Educators' professionalism engages an essential niche in the learning environment. As one of the key factors of the effective learning process and thus, motivated students, educators represent a role model whose task is to inspire, guide, put much effort in every individual so that each student could be motivated enough and achieve the final goal.

The nature of motivation in the educational environment affects all the learning process participants. The high level of students' motivation and engagement in the studying activity depends on many factors as well as on the educators' inspiration and competency. The students and educators' interconnection guarantees the academic performance high efficiency. Motivation, in this regard, engages one of the main parts in the educational system along with teaching methods, educators' guidance and support. As we can see, there are many factors which have a great impact on learners' motivation to online education and still there are many problems that need to be solved. In our future research we are going to investigate them in detail.

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