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MOTIVATIONAL LEARNING STRATEGIES IN THE TRAINING OF FUTURE VOCATIONAL EDUCATION SPECIALISTS: MODERN APPROACHES AND EDUCATIONAL PRACTICE

Abstract. The article examines the specific features of applying motivational learning strategies in the training of future vocational education specialists in the context of modern requirements for the quality of professional training and the need to develop active, independent, and professionally oriented individuals. The relevance of this study stems from the need to improve the educational process, identify effective ways to foster and sustain students' long-term motivation to learn, and develop their cognitive activity, independence, responsibility, and readiness for continuous professional self-development.

The aim of the article is to theoretically substantiate and experimentally investigate motivational learning strategies, determine their motivational potential and identify the specific features of their practical implementation in the professional training of future vocational education specialists. The study employed theoretical methods, including analysis, synthesis, comparison, generalization, and systematization of scholarly sources and regulatory documents, as well as classification and modelling. An empirical questionnaire survey was also conducted, followed by quantitative and qualitative analysis, interpretation, and generalization of the obtained results. Six interrelated motivational learning strategies are theoretically substantiated: professionally oriented, problem-based inquiry, digital-interactive, project-based research, reflective-autonomous and social interaction. A model for their implementation is proposed, and their motivational, value-and-meaning-based, cognitive, career-oriented, self-actualization, and reflective functions are identified.

An experimental study was conducted with students enrolled in the "Vocational education. Digital technologies" educational and professional program at Vasyl Stefanyk Carpathian National University. The study's results demonstrated a predominantly high level of student motivation toward professional training and confirmed the effectiveness of a comprehensive approach to implementing specific strategies. The most significant factors were found to be the professional focus of educational activities, the opportunity to apply knowledge in practice, the use of digital technologies, independence, and professionally

oriented activities. The study demonstrated the effectiveness of a comprehensive approach to implementing these strategies for enhancing educational activities and fostering the professional development of future vocational education specialists.

Ключові слова: motivation, motivational learning strategies, vocational education, digital technologies, professional training, future specialists, educational process, students, modern educational technologies, educational practice.

МОТИВАЦІЙНІ СТРАТЕГІЇ НАВЧАННЯ У ПІДГОТОВЦІ МАЙБУТНІХ ФАХІВЦІВ ПРОФЕСІЙНОЇ ОСВІТИ: СУЧАСНІ ПІДХОДИ ТА ОСВІТНЯ ПРАКТИКА

Анотація. У статті розкриваються особливості застосування мотиваційних стратегій навчання у підготовці майбутніх фахівців професійної освіти в контексті сучасних вимог до якості фахової підготовки та необхідності розвитку активної, самостійної й професійно спрямованої особистості. Актуальність дослідження зумовлена потребою вдосконалення освітнього процесу, пошуку ефективних способів формування та підтримання стійкої навчальної мотивації здобувачів освіти, розвитку їхньої пізнавальної активності, самостійності, відповідальності та готовності до безперервного професійного саморозвитку.

Метою статті є теоретичне обґрунтування та експериментальне дослідження мотиваційних стратегій навчання, визначення їхнього мотиваційного потенціалу й особливостей практичної реалізації у професійній підготовці майбутніх фахівців професійної освіти. У дослідженні використано теоретичні методи аналізу, синтезу, порівняння, узагальнення, систематизації наукових джерел і нормативно-правових документів, класифікацію та моделювання, а також емпіричний метод анкетування з подальшим кількісним і якісним аналізом, інтерпретацією та узагальненням отриманих результатів. Теоретично обґрунтовано шість взаємопов'язаних мотиваційних стратегій навчання: професійно орієнтовану, проблемно-пошукову, цифрово-інтерактивну, проєктно-дослідницьку, рефлексивно-автономну та стратегію соціальної взаємодії. Запропоновано модель їх реалізації та визначено стимулювальну, ціннісно-смислову, пізнавальну, професійно-орієнтаційну, самореалізаційну й рефлексивну функції.

Експериментальне дослідження проведено зі здобувачами освіти освітньо-професійної програми "Професійна освіта. Цифрові технології" Карпатського національного університету імені Василя Стефаника. Результати дослідження засвідчили переважно високий рівень мотивації здобувачів до професійної підготовки та підтвердили доцільність комплексного застосування визначених стратегій. Найбільш значущими виявилися професійна спрямованість освітньої діяльності, можливість практичного застосування знань, використання цифрових технологій, самостійність і професійно орієнтована діяльність. Доведено доцільність комплексного застосування визначених стратегій для активізації освітньої діяльності та професійного становлення майбутніх фахівців професійної освіти.

Keywords: мотивація, мотиваційні стратегії навчання, професійна освіта, цифрові технології, професійна підготовка, майбутні фахівці, освітній процес, здобувачі освіти, сучасні освітні технології, освітня практика.

INTRODUCTION

The problem formulation. Current transformational processes in Ukraine's higher and vocational education system highlight the need to improve the quality of professional training for future specialists who are capable of self-development, continuous professional growth, and effective performance in a rapidly changing environment. An important factor in the effectiveness of the educational process is academic motivation, which determines the focus, activity, and perseverance of students in acquiring professionally relevant knowledge, skills, and competencies. This issue takes on particular significance in the professional training of future vocational education specialists, for whom a well-developed motivational framework is not only a prerequisite for successful learning but also the foundation for their readiness for future teaching practice.

At the same time, traditional approaches to organizing the educational process do not always ensure an adequate level of intrinsic motivation among learners, their active engagement, and their awareness of the personal and professional significance of learning outcomes. This necessitates the search for and implementation of modern motivational learning strategies based on a combination of person-centered, competency-based, activity-based, and digital approaches that take into account the individual educational needs of future vocational education specialists. In this regard, research into modern approaches to fostering and sustaining learning motivation, as well as the synthesis of educational practices involving the application of motivational strategies in the professional training of future educators, has become particularly relevant.

Analysis of recent research and publications. The issue of motivation in the educational process and its impact on the activity, independence, cognitive interest, and professional self-development of students has been thoroughly explored in the works of Ukrainian scholars. The theoretical foundations of motivation, its essence, structure, and role in personality development have been studied by O. Vasyuk, S. Vyhovska, A. Vyhovskyi, T. Golubenko, O. Dniprova, L. Zagray, A. Kvyatkovska, I. Kipych, H. Kovalchuk, O. Kovalova, V. Korniyenko, M. Levchenko, A. Lukiyanchuk, O. Maievska, A. Melnyk, A. Pinska, N. Rodinova, N. Skrypnyk, S. Symovonyk, Ya. Semenov, O. Tishchuk, T. Chernova, S. Fedenko, V. Shkrabyuk, A. Tsapko, and others. In Poland, the theoretical foundations of motivation, including its essence, mechanisms, and theoretical foundations, as well as its structure and connections with personality, were described by H. Gasiul, W. Łukaszewski, M. Marszał-Wiśniewska, et al., M. K. Obuchowski, J. Reykowski, and E. Trzebińska.

Certain aspects of academic and professional motivation, as well as its relationship to the effectiveness of educational activities, are explored in the works of M. Hutsol, V. Denysenko, O. Denysenko, I. Zaychenko, T. Kurbatova, G. Kravchuk, V. Odyntsova, O. Pinska, S. Riabokon, T. Shevchuk, V. Yalovyi, and others. In Polish literature, the

issue of motivation in education has been and is currently widely addressed in many areas. Student activity and independence (autonomy) were studied by M. Ledzińska and A. Czerniawska, B. Niemierko, and W. Okoń. Cognitive interests and intrinsic motivation can be found in the works of A. I. Brzezińska, M. Cywińska, B. Tołwińska, and D. Uszyńska-Jarmoc. Research on students' self-development and future professional activity was conducted by, among others, S. M. Kwiatkowski, M. Łaguna, and Z. Wiatrowski. Researchers emphasize the need to create an educational environment that fosters cognitive activity, professional orientation, independence, and a sustained desire among students for professional development.

The theoretical foundations of vocational education, the content of vocational training, the development of vocational pedagogy, and the organization of the educational process were studied by H. Bilavych, T. Blyzniuk, O. Budnyk, H. Vasyanovych, O. Vnukova, V. Volodavchyk, T. Gelzhynska, I. Zaychenko, O. Kondur, N. Kolomiyets, O. Malyshevskyi, O. Melnyk, V. Onyshchenko, M. Pryhodiy, L. Prokopiv, V. Radkevych, V. Stynska, S. Tkachuk, O. Tsiuniak, M. Chepil, and others. In Polish literature, the following authors have written on the theoretical foundations of vocational education, the content of vocational education, work pedagogy, vocational didactics, and the organization of the vocational education process: B. Baraniak, R. Gerlach, S. M. Kwiatkowski, T. W. Nowacki, F. Szlosek, Z. Wiatrowski. These scholarly works substantiate the competency-based foundations of professional training and define its content, principles, and organizational and pedagogical conditions. At the same time, despite the significant body of work by these scholars, the issue of systematically combining various motivational learning strategies specifically in the training of future vocational education specialists – including the identification of their motivational functions, mechanisms of interaction, and practical effectiveness – remains under-researched.

AIM AND TASKS RESEARCH

The aim of this article is to theoretically substantiate and experimentally investigate motivational learning strategies in the training of future vocational education specialists, to determine their motivational potential, and to identify the characteristics of their practical implementation in the educational process.

To achieve the stated goal, the following objectives have been identified: to analyze the nature of motivation and motivational learning strategies in the context of professional training; to justify and characterize the main motivational learning strategies for future vocational education specialists; to develop a model for their implementation and identify their motivational functions; to conduct an experimental study of the level of motivation among students and their attitudes toward the identified strategies; to summarize the research findings and outline prospects for further study of the issue.

RESEARCH METHODS

To achieve the objective and address the identified tasks, a set of theoretical and empirical research methods was employed. During the theoretical phase, analysis, synthesis, comparison, generalization, and systematization of scientific sources and regulatory documents were applied, which made it possible to clarify the essence of key concepts and substantiate the theoretical foundations of the study. The classification method was used to identify motivational learning strategies, and modeling was used to develop a model for their implementation. The main empirical method was a survey using a questionnaire developed by the author, aimed at determining the level of motivation among students, factors influencing educational engagement, and attitudes toward specific motivational learning strategies. To analyze the results, quantitative and qualitative analysis, comparison, interpretation, and generalization of the obtained data were applied. The comprehensive application of these methods ensured the validity of the theoretical propositions and the reliability of the study's results.

RESULTS OF THE RESEARCH

Current requirements for the quality of training future vocational education specialists necessitate a rethinking of approaches to organizing the educational process and strengthening its person-centered, competency-based, and practice-oriented components. Under these conditions, fostering sustainable learning motivation among students takes on particular importance, as it is this motivation that largely determines the level of their cognitive activity, their readiness to acquire knowledge independently, their desire for professional self-improvement, and their ability to consciously plan their own educational and professional paths.

The legal basis for defining the goals and objectives of vocational training is the Law of Ukraine "On Education" (2017), according to which the purpose of education is the comprehensive development of the individual as a person and as society's highest value, the realization of their talents and intellectual, creative, and physical abilities, to foster the values and competencies necessary for successful self-actualization, as well as to raise responsible citizens capable of making informed social choices and acting for the benefit of others and society (On Education, 2017). Thus, the legally defined guidelines for education are directly linked to an individual's active stance, their readiness for self-development, and their conscious professional growth, which underscores the need for the purposeful cultivation of positive motivation toward educational activities.

At the same time, the specific nature of vocational education is defined by its focus on preparing individuals for specific professional activities and providing opportunities for their further self-actualization. The Law of Ukraine "On Vocational Education" (2025) states that the field of vocational education "is aimed at forming and developing the personal competencies necessary for lifelong self-actualization, to foster responsible citizens and professionals who direct their activities toward serving the best interests of people and society, in particular through the high-quality and conscientious performance of work, the provision of services, the production of goods, and the conduct of other professional activities" (On Vocational Education, 2025). This provision emphasizes the need to train professionals who not only possess a

specific set of professional competencies but also recognize the social value of their chosen profession and demonstrate a willingness to perform their duties with high quality and responsibility.

According to contemporary scholars, one of the priority tasks of the teacher education system is the development and implementation of innovative technologies aimed at improving the effectiveness of the professional and pedagogical training of future specialists and fostering their professional competence (Tovkanets et al., 2024). In this context, the use of innovative technologies and pedagogical approaches creates the conditions for strengthening the motivational component of professional training, increasing students' educational engagement, and fostering their interest in professional development.

To thoroughly examine the issue at hand, it is first necessary to define the essence of the concept of "motivation". Researcher I. Zaichenko notes that motivation is "a set of internal and external driving forces that prompt people to act and give that action a direction aimed at achieving certain values" (Zaichenko, 2022, p. 538). Polish researchers J. Penc (2000) and J. Reykowski (1992) write about it in a similar way. This interpretation emphasizes the dual nature of motivational factors and their guiding function. Accordingly, motivation determines not only the very fact of an individual's engagement in a particular activity but also the extent to which this activity corresponds to their needs, value orientations, and expected outcomes.

Researchers V. Odyntsova and O. Denysenko argue that "motivation consists of so-called psychological phenomena that serve as an impetus for performing a particular action or deed, which determine an individual's activity and their focus on achieving a planned result" (Odyntsova & Denysenko, 2015, p. 60). This interpretation emphasizes the activity-based nature of motivation and its direct connection to an individual's activity. W. Łukaszewski writes that "motivation is the process of inducing, directing and maintaining activity until the goal is achieved or until the conditions in which this activity takes place change" (Łukaszewski, 2023, p. 24).

O. Lavryniuk and V. Kyrychenko emphasize the need to view motivation as a system of interrelated factors, defining it as "a set of factors that trigger activity, direct it toward achieving goals, and sustain that activity until the goals are achieved" (Lavryniuk & Kyrychenko, 2023, p. 36). This approach provides grounds for viewing motivation as a dynamic phenomenon whose functioning is not limited to the initial impulse to act. Equally important is maintaining activity throughout the entire period of achieving the set goal. J. Penc assumes that "motivation is an internal state of a person that directly determines his or her readiness to undertake a specific activity, gives this activity the desired direction and determines the degree of commitment to achieving a goal" (Penc, 2000, p. 45).

Summarizing the scientific approaches outlined above, we define motivation as a dynamic system of internal and external incentives, needs, motives, values, and goals of the individual, which determines the direction, intensity, and persistence of the individual's activity in educational and professional pursuits.

Motivation takes on particular significance directly in the process of obtaining an education, since it is motivation that largely determines the nature of a student's attitude toward educational activities. T. Shevchuk and H. Kravchuk note that for students, motivation serves as a "key element for an effective learning process, acting as a catalyst in the process of learning and acquiring new knowledge. It serves as the primary driving force in human activity, including the development of professional skills in future specialists, emphasizing the importance of incentives and motives in the educational and professional activities of students" (Shevchuk & Kravchuk, 2025, p. 147). Polish pedagogical literature also emphasizes that the motives accompanying learning constitute the main dynamic force determining the educational and professional success of an individual (Chodkowski, 2019, pp. 137-150). This position confirms the direct interconnection between the motivational and professional components of training future specialists.

S. Riabokon, I. Hanberher, and M. Mykhalkiv explore important aspects of how motivation influences students' engagement and performance, emphasizing that "students' motivation is one of the key factors determining their level of academic engagement, their attitude toward the educational process, and their academic achievement. It contributes to the formation of cognitive interest, the development of independence, responsibility, and the desire to achieve high results" (Riabokon, Hanberher & Mykhalkiv, 2025). M. Ledzińska and A. Czerniawska (2011) also write about motivation as one of the key factors determining student engagement. This statement allows us to view motivation as an integral factor that combines the cognitive, activity-based, personal, and professional components of training future specialists.

Contemporary research on student motivation demonstrates the need to view it not only as an individual psychological phenomenon but also as the result of social interaction and the influence of the interpersonal environment. In particular, G. A. D. Liem substantiates the significance of interpersonal relationships, role obligations, and cultural norms as important motivational factors, emphasizing the interconnection between the personal and social aspects of students' motivation (Liem, 2026). At the same time, the results of empirical studies confirm the interconnection between academic motivation and psychological factors, particularly self-esteem and emotional well-being, which underscores the need to create a supportive psychological and social environment within the educational process to foster intrinsic motivation (Majauskiene et al., 2026). Therefore, modern approaches to motivational strategies should involve not only the selection of methods to stimulate cognitive activity but also the creation of conditions for social interaction, the promotion of autonomy, and the fostering of a positive attitude among students toward their own educational and professional activities.

In the context of professional training, it is important to distinguish between general motivation for educational activities and professional motivation. While the former ensures a person's general orientation toward obtaining an education, professional motivation links educational activities to one's future profession, its content, social significance, and prospects for personal self-actualization. According to researcher O. Pinska, professional motivation as a personality trait is "a system of goals and needs that drive a student toward the active acquisition of knowledge, the mastery of skills and

abilities, and a conscious attitude toward their profession" (Pinska, 2009). In Polish literature, research on the connection between the motivational and vocational elements of education was conducted by Z. Chodkowski (2019, pp. 137-150). This interpretation emphasizes the interconnection between the motivational and professional components of training. Awareness of professional prospects can transform a student's attitude toward educational activities: individual academic tasks cease to be perceived as mere formal requirements and take on the significance of elements in preparation for future professional activity.

Of particular interest in the context of this study is the experience of European Union countries in fostering and sustaining student motivation. Researchers M. Hutsol, V. Denysenko, and T. Kurbatova examined the experience of European Union countries regarding motivational strategies in higher education. They note that EU countries systematically implement motivational strategies through "the digitization of learning, the expansion of academic mobility, support for students' psychosocial well-being, and financial incentives for faculty, which ensure a high level of engagement among participants in the educational process and the development of human capital" (Hutsol, Denysenko & Kurbatova, 2025, p. 9). W. Walat, based on EU reports and numerous scientific studies, presented an outline of the future competences of students and academic teachers focused on digital functional literacy (Walat, 2026, p. 119).

For the purposes of our study, we define motivational learning strategies as a systematically organized set of goals, pedagogical approaches, methods, techniques, and means of organizing the educational process, aimed at forming, stimulating, and sustaining the internal and external motivation of learners, as well as developing their cognitive activity, professional orientation, independence, and focus on achieving educational outcomes.

V. Yalovyi emphasizes the need to implement modern pedagogical strategies to increase the motivation of vocational education students. The researcher notes that "effectively increasing the academic motivation of vocational education students is linked to the implementation of innovative pedagogical strategies that stimulate both students' cognitive activity and their intrinsic desire for professional growth" (Yalovyi, 2025, p. 4). Thus, the motivational potential of innovative strategies is determined not by the mere fact of using new methods or technologies, but by their ability to create conditions for active engagement, independent decision-making, the practical application of knowledge, and an awareness of career development prospects.

The concept of "vocational training" is important in the context of this study, since it is within this framework that the professional competencies of future specialists are developed and the foundations for their future professional activities are laid. The normative definition of the concept is contained in the Law of Ukraine "On Vocational Education" (2025), where vocational training is defined as "an individual's acquisition of professional qualifications for the first time" (On Vocational Education, 2025). In the report on the state and prospects of development of education in Poland, the authors point to the need to build strong motivation among students to learn to teach others as future teachers (Beyond the Horizon, 2020, p. 69). The legal understanding of this concept emphasizes the outcome-oriented aspect of vocational education – an individual's acquisition of the relevant professional qualification. At the same time, in pedagogical research, it is advisable to consider vocational training more broadly – as a holistic process of shaping a future specialist, combining cognitive, activity-based, personal, value-and-motivation-based, and reflective components.

Researcher V. Volodavchyk defines professional training as "a purposeful, systematic process of developing, in future professionals, the professional competencies necessary for the successful performance of professional duties, carried out in a specially created educational environment using appropriate forms, methods, and teaching tools" (Volodavchyk, 2026, p. 108). This definition emphasizes the systematic and purposeful nature of professional training, as well as the importance of the educational environment and pedagogical tools for developing the competencies required of future professionals.

Thus, we understand the professional training of future vocational education specialists as a purposeful, systematic, and competency-based process of preparing individuals to perform professional functions, encompassing the acquisition of professional knowledge, skills, and abilities; the development of professionally relevant qualities, value orientations, motivation for professional activity; and the capacity for continuous self-development. In this sense, the motivational component is an integral part of professional training, as it is precisely this component that ensures the trainee's internal drive to master the profession, readiness for active educational engagement, and further professional development.

The practical implementation of the motivational component of vocational training involves the targeted selection of pedagogical strategies capable of fostering not only situational interest among students but also a sustained focus on professional development. Given the specific nature of training future vocational education specialists, it is appropriate to identify six interrelated motivational learning strategies: career-oriented, problem-based inquiry, digital-interactive, project-based research, reflective-autonomous, and social interaction. Their combination makes it possible to address the main mechanisms of motivational influence: awareness of professional prospects, cognitive interest, the practical significance of activities, autonomy, self-actualization, and the need for interaction.

Given the content of the professional training for future vocational education specialists, it is advisable to implement these strategies not in isolation, but as a mutually complementary system. Their specific details, focus, and motivational potential are presented in Table 1, which we have developed.

The strategies presented here cover various levels of motivational influence and can be adapted to the content of the educational component, the stage of vocational training, and the individual needs of learners. At the same time, the greatest effectiveness can be expected when these strategies are used in combination: career guidance defines the purpose of the activity, problem-solving and digital-interactive strategies support cognitive engagement, project-based research ensures practical implementation, while reflective-autonomous and social interaction strategies help reinforce intrinsic motivation.



Table 1

Motivational learning strategies in the training of future vocational education specialists

Motivational strategy	Key aspects of implementation	The primary mechanism of motivational influence	Appropriate forms and means
Career-oriented	Aligning the content of educational components with future professional roles and professional practice scenarios	Recognizing the professional significance of learning	Professional case studies, scenario-based exercises, and practice-oriented assignments
Problem-based learning	Involving students in solving challenging and non-standard career-oriented problems	Cognitive curiosity and the need for independent exploration	Problem-based situations, discussions, research tasks, the “brainstorming” method
Digital and interactive	The use of digital technologies and interactive tools to enhance educational activities	Interest, engagement, prompt feedback	Digital platforms, simulations, interactive services, multimedia resources
Project and research	Independent planning and implementation of individual or group career-oriented projects	Self-actualization, accountability for results, achievement	Projects, mini-research projects, presentations, portfolios
Reflexive-autonomous	Providing opportunities for setting personal goals, self-assessment, and analyzing one’s own professional progress	Autonomy, intrinsic motivation, self-awareness	Reflective journals, self-assessment, individual educational goals
Social interaction strategy	Organizing collaborative activities, peer learning, and professional communication	A sense of belonging, mutual support, social recognition	Group work, peer assessment, discussions, professional communities

Based on the identified strategies, we propose a model for their implementation in professional training, which involves sequentially completing four interrelated stages: the motivational-goal-setting stage, the content-activity stage, the reflective-evaluation stage, and the corrective-developmental stage. In the first stage, professionally significant goals are defined and the needs of trainees are identified; in the second, forms, methods, and digital tools are selected in accordance with the defined strategies; in the third, results are assessed, and self-assessment and reflection take place; in the fourth, future educational tasks are adjusted based on the results achieved and the identified motivational needs. This model ensures the cyclical nature of motivational influence and its gradual shift from external stimulation to internal professional motivation.

Taking into account the functional purpose of motivational strategies, we have proposed a classification of their motivational functions, which includes: the stimulatory function – encouraging engagement in educational activities; the value-and-meaning function – raising awareness of the significance of one’s profession and educational outcomes; the cognitive function – fostering interest in exploring, researching, and mastering new knowledge; career-orientation – establishing a connection between educational activities and one’s future profession; self-actualization – creating conditions for autonomy, creativity, and the expression of individual potential; and reflective – awareness of one’s own achievements, challenges, and prospects for further development. This classification allows us to view motivational strategies not merely as a set of pedagogical techniques, but as a systematic tool for fostering an active, professionally oriented, and self-directed stance in future professionals.

In order to identify the characteristics of students’ motivation, assess the effectiveness of motivational learning strategies, and justify the possibilities for their systematic integration into the training of future vocational education specialists during 2025-2026, we conducted an experimental study. To address these objectives, we used a questionnaire survey involving 44 students enrolled in the “Vocational education. Digital technologies” educational and professional program at the first (bachelor’s) level of higher education at the Faculty of Education of Vasyl Stefanyk Carpathian National University. Respondents were given a questionnaire titled “Motivational learning strategies in the training of future vocational education specialists”, which contained closed-ended, semi-closed-ended, and open-ended questions aimed at determining the level of academic and professional motivation, factors influencing educational engagement, attitudes toward various motivational strategies, and self-assessments of their effectiveness.

First and foremost, the level of motivation among students toward learning and professional training was assessed. 59.1% of respondents rated it as high, 34.1% as sufficient, and 6.8% as unstable. The results indicate a generally positive attitude among most future professionals toward educational activities, while also highlighting the need for systematic support to boost the motivation of students with less stable levels of motivation.

An analysis of the main motivational factors showed that the most significant factors for respondents are the awareness of the connection between educational activities and their future profession (86.4%), the opportunity to apply knowledge in practice (81.8%), interest in the content of educational components (75%), the use of modern digital technologies (70.5%), and the ability to independently choose methods for completing tasks (65.9%). This confirms the pivotal role of professional orientation, practical relevance, and active engagement in shaping the motivation of future professionals.

A key focus of the survey was the question regarding motivational learning strategies that students consider most effective for their own professional training. The highest percentage – 88.6% – was recorded for the career-oriented strategy, which involves a direct link between the content of educational activities and the future profession. The digital-interactive

strategy was identified as effective by 81.8% of respondents, the project-based and research-oriented strategy by 77.3%, the problem-based and exploratory strategy by 72.7%, the reflective and autonomous strategy by 68.2%, and the social interaction strategy by 63.6%. The results indicate that future vocational education specialists view most favorably those forms of organizing the educational process that allow them to see the practical application of the knowledge they acquire, use modern technologies, independently solve professionally oriented tasks, and create a concrete educational product.

The impact of career-oriented tasks on motivation for educational activities was examined separately. 77.3% of respondents noted that tasks resembling real-life professional situations significantly increased their interest, 18.2% noted a moderate impact, and 4.5% did not observe any significant changes. At the same time, 84.1% of respondents believe that the use of digital and interactive tools increases their engagement in educational activities, 11.4% assess this impact as partial, and 4.5% do not see a significant motivational effect.

An analysis of the responses to the open-ended question regarding what changes in the organization of the educational process could increase motivation for vocational training revealed a predominance of suggestions related to increasing the number of practical and career-oriented assignments, the use of modern digital technologies, the implementation of individual and group projects, granting greater autonomy when completing tasks, and receiving regular constructive feedback. Some respondents also emphasized the importance of diversifying the forms of educational activities, using real-world professional case studies, and creating opportunities to present their own results to classmates.

The practical implementation of the identified motivational learning strategies takes place during the study of the courses “Motivational learning strategies in vocational education” and “Modern educational technologies in the field.” Within the framework of these educational components, students complete professionally oriented and problem-solving tasks, participate in discussions and group work, develop individual and team projects, use digital tools, and engage in self-assessment and reflection on the results of their own activities. This organization of the educational process makes it possible to practically implement the identified motivational learning strategies and combine them with the development of professional competencies among future vocational education specialists.

Thus, the results of the experimental study revealed a predominantly high level of motivation among students toward professional training and confirmed the effectiveness of a comprehensive approach to motivational teaching strategies. The most significant factors for the respondents were the professional orientation of educational activities, their practical focus, the use of digital and interactive technologies, and the opportunity for independent work and the implementation of their own educational initiatives. This provides grounds for asserting that the systematic combination of professionally oriented, problem-based, digital-interactive, project-based research, reflective-autonomous strategies, and strategies for social interaction creates favorable conditions for increasing motivation and fostering the professional development of future vocational education specialists.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Theoretical analysis has shown that motivation is a systemic and dynamic factor in the training of future vocational education specialists, one that determines the direction, intensity, and sustainability of their educational activity. Motivational learning strategies are considered as a systemic set of pedagogical tools and methods for organizing the educational process, aimed at developing and maintaining intrinsic and extrinsic motivation. The feasibility of the systematic application of six interrelated motivational strategies is substantiated: professionally oriented, problem-solving, digital-interactive, project-based research, reflective-autonomous, and social interaction strategies. A model for their implementation and a classification of motivational functions are proposed, encompassing the stimulatory, value-and-meaning-based, cognitive, career-oriented, self-actualization, and reflective functions.

The results of an experimental study conducted during 2025-2026 with 44 students enrolled in the “Vocational education. Digital technologies” program at Vasyl Stefanyk Carpathian National University confirmed the effectiveness of a comprehensive approach to applying specific motivational learning strategies in vocational training. Respondents identified the connection between educational activities and their future profession, the opportunity to apply knowledge in practice, and the use of modern digital technologies as the most significant motivational factors. The students noted the highest effectiveness of career-oriented, digitally interactive, and project-based research strategies, which confirms the importance of a practical, activity-based, and career-oriented approach to the educational process.

We see opportunities for further research in conducting an in-depth experimental study of the effectiveness of specific motivational strategies at various stages of professional training, identifying the dynamics of changes in students’ academic and professional motivation, and developing diagnostic tools to assess the level of its development.

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