

RETROSPECTIVE ANALYSIS OF STUDIES ON THE PROBLEM OF FORMATION OF MOTIVATION FOR EDUCATIONAL ACTIVITY

The material presents a retrospective analysis of studies on the problem of motivation formation for educational activities. It is determined that the origins of modern theories of motivation lie in the works of ancient Greek and ancient Roman philosophers - Aristotle, Heraclitus, Lucretius, Plato, Socrates. Their works became the basis for need-based theories of motivation, which were developed by French philosophers in the 18th century - K. Helvetius, P. Holbach, and Z. Condillac. These theories, along with other motivational concepts, continue to develop in modern scientific research.

The end of the 19th century. was marked by the development of Z. Freud's theory regarding the unconscious inner human need - psychoanalytic. With the appearance of this theory, a new stage of studying the reasons underlying human behavior began. One of the fundamental ideas of this theory was the assertion that human behavior is fully or partially determined by unconscious impulses, and the body's somatic needs, that is, the desire to satisfy instincts, are the basis of motivation.

Since the 1920s theories of motivation that apply only to humans are being developed. A. Maslow also developed his own classification of needs. His works determined the nature of the development of modern theories of motivation. A. Maslow pointed out that a person's motivation is determined by his needs, which are consistently manifested starting from the moment of birth. He singles out physiological needs, the need for safety, the need for love, the need for self-affirmation, the need for self-actualization or the disclosure of human abilities and potential.

For behaviorist theories of motivation of the 20th century a definition of motivation through the set of basic needs of a person is typical. Behaviorists understood motivation as a state of lowering the threshold of reactivity to stimuli, as a dynamic formation.

In cognitive concepts of motivation, the determining factor of human behavior was

the internal mental decision-making process. Representatives of cognitivism introduced a number of motivational concepts into scientific circulation, such as: cognitive factors, cognitive dissonance, life purpose, values, social needs, expectations of success, fear of failure, level of demands.

As a pedagogical problem, the development of motivation for educational activities can be considered from the standpoint of the general theory of development. Representatives of this theory considered the learning process as the one that was aimed at managing the cognitive activity of individuals and developing their motivation.

S. Rubinstein, O. Leontiev, P. Yakobson, V. Vilyunas studied the problem of learning motivation as a psychological category. Problems of educational motivation of students of higher educational institutions were investigated by A. Bugrymenko, E. Ilyin, O. Kocharyan, N. Aristova, R. Borkivska, O. Grynchysyn, I. Zaitseva, N. Klymenko, L. Mikheeva, T. Chausova, Yu. Chebakov. The problems of professional choice and motivation were investigated by E. Ilyin, H. Kraig, I. Kon, L. Bozhovich, V. Merlin, K. Platonov, E. Klimov, E. Zeyer.

V. Vilyunas defined motivation as a set of processes, factors and mechanisms that make it possible to ensure the emergence of incentives to achieve vitally necessary goals at the level of mental reflection.

P. Jakobson notes that a conscious and purposeful action is characterized by a person's understanding of why he does one way or another. Therefore, a person is aware of why he acts in this way, therefore, he is aware of the motive or motives of his actions. Regarding the motivation of educational activity, the researcher offered his own classification. Putting an equal sign between motivation and motive, he singled out "negative", "positive" motives and the motives related to the learning process.

Researching the motivation of educational activity, L. Bozhovich proved that it is influenced by a number of motives. The researcher defines the motive as the aim of the implementation of the activity, she identifies the main and subordinate motives, which have different motivational power, because the latter are always subordinated to the former ones.

R. Borkivska, researching the formation of motivation for the educational activity of college students, considers this process as a set of motives, as a dynamic process through which incentives for activity are formed, a choice of actions takes place, regulation and support of purposeful activity is carried out.

Summarizing the above, it was concluded that, according to most researchers, motivation is a driving force in the learning process. The learning process itself is the basis for education and development of students' learning motivation. Educational and professional motivation is interpreted as a system of motives, incentives, needs and goals that determine the manifestations of educational activity and active actions related to mastering the profession.

Key words: motive, motivation, educational motivation, student, educational activity.