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LEARNING MOTIVATION AS AN INDICATOR AND CONDITION OF LEARNERS' PSYCHOLOGICAL WELL-BEING

Abstract: The article presents the relationship between learning motivation and psychological well-being of learners. Despite the wide range of works devoted to the study of learning motivation and psychological well-being of learners, the mechanisms of their mutual influence in the educational environment are not fully understood. In particular, comprehensive models of pedagogical design that take into account the two-way relationship of these phenomena have not been sufficiently developed. Learning motivation is analyzed by authors as an indicator and condition of learners' psychological well-being in the context of various theories of psychological well-being, including self-determination theory, positive psychology, humanistic theory, expectancy and value theories, and others. Unlike most existing works, the authors emphasize the importance of considering the two-way relationship between learning motivation and learners' psychological well-being in the pedagogical design of educational environments and propose practice-oriented principles of pedagogical design of educational environment aimed at creating conditions that stimulate intrinsic motivation, supporting learning activity and ensuring psychological comfort of learning. These include the individualization and support autonomy, relevance of learning outcomes, positive interaction, integration of engagement technologies into learning, ethical assessment and feedback, development of self-regulation skills and emotional stability.

Key words: learning motivation, psychological well-being, educational environment, instructional design, learners.

Introduction

The modern education system is increasingly focused not only on high educational outcomes for learners, but also on ensuring psychological well-being within the learning process. In pedagogy, researchers discuss the safety of the educational environment and its impact on the psychological well-being of participants in the learning process (Tuseyev et al, 2022).

This shift in emphasis reflects the growing importance of integrating psychological and pedagogical approaches to create conditions for harmonious personal development, and emphasizes the need to study the factors in the educational environment that affect the state of learners and to develop pedagogical support strategies.

Among the factors that determine the psychological well-being of learners, the motivation to learn is directly or indirectly considered. Under the conditions of digitalization, the rapid growth of information flows and the active influence of social networks, motivational mechanisms are undergoing changes. An example of the positive impact of digitalization on learning motivation is the personalization of learning, the use of digital technologies to increase engagement, access to educational resources, and quick feedback. Among the negative aspects of the impact of digitalization on learning motivation, one should single out a decrease in concentration against the background of rapid information consumption, dependence on external stimuli, a frightening increase in the flow of information, as well as problems with self-regulation in learning. All this requires understanding the structure of educational motivation and the tools for improving it in the modern educational process. All this requires

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In a broad sense, summarizing the views of different authors, learning motivation is a set of factors, conditions and motives that focus on different aspects of learning activity and act as an internal resource that initiates, directs and supports the learner's activity.

Despite the key role of learning motivation in achieving academic success and forming the basis for personal fulfilment, its importance in the learning process is often underestimated by educators. In addition, it is difficult to overestimate the influence that educators have on learners' motivation to learn through teaching methods, communication styles and personality traits, both stimulating and diminishing it. Awareness of the mechanisms of the impact of types and aspects of learning motivation on the learning process allows teachers to develop effective strategies to support and accompany the psychological well-being of learners who are experiencing learning difficulties, as well as those who are ahead of them.

Motivation to learn in the context of psychological well-being and personality development of learners of different ages is actively researched in the field of educational psychology.

Kulagina and Kravtsova (2022) note that junior school learners with a high level of psychological well-being are characterized by "cognitive motivation, motivation for self-development, awareness of the importance of learning activities for themselves and orientation to high performance". Junior school learners with a low level of psychological well-being have an expressed external motivation to learn, which reflects "teacher's demands, subjective perception of learning difficulties, negative attitude to learning, pre-school type motivation".

In the structure of psychological well-being of adolescents Vodyaha (2014) defines "satisfaction with relations with friends, parents, teachers, school and self-relationship". The author, as a result of the conducted research, determines the differences between externally and internally motivated adolescent learners. Adolescents with high levels of self-determination are intrinsically motivated, independent of social conditions such as the prestige or utility of the activity. Learners choose their own goals and values, which makes their motivation autonomous and self-determined, focused on the enjoyment of the process of completing learning tasks. However, the author notes that self-determined adolescents are more likely to be less satisfied with the school environment, relationships with teachers and their own identity. The author suggests that this is due to the preference for extrinsic motivation (high grades, praise, diplomas, pressure) in traditional pedagogical practices. On this basis, intrinsically motivated learners experience psychological discomfort in the context of traditional pedagogical approaches.

Grassinger and colleagues (2024), investigating the relationship between subjective well-being and learners' intrinsic motivation, note that these concepts directly influence each other. Thus, "intrinsically motivated learners feel good at school because of positive emotions and the desire to understand the content of learning, which is an integral part of intrinsic motivation".

The results of a comparative study of teacher support for learners in the pre-professional development stage showed that teachers who provide care and support, giving learners opportunities for choice and independent decision making, promote autonomous learning motivation and positive emotions in the educational environment, which supports their psychological well-being (Egorenko, 2019).

Researcher Gordeeva (2014) and her colleagues also note a positive correlation between the level of psychological well-being of learners and their intrinsic motivation, based on interest and enjoyment of the learning process.

At the higher education level, authors investigate the relationship between psychological well-being and learners' self-organization and motivation, the relationship between learning

motivation, engagement, self-criticism and learners' compassion for themselves (Kotera et al., 2023).

Highly motivated learners actively participate in academic activities and demonstrate well-being. Reducing self-criticism and increasing self-compassion (positive attitude towards oneself as a factor of psychological well-being) contributes to the transition from extrinsic to intrinsic motivation.

The development of pedagogical strategies aimed at creating a psychologically healthy educational environment and supporting the learning motivation of learners of different ages is a broad area of research. Learners of different ages have peculiarities of perception of learning motivation, its types, namely the prevalence of external or internal motives, as well as groups of factors of dynamics of learning motivation.

Methods and organization of the study

The aim of the study was to analyze the relationship between motivation to learn and psychological well-being of learners, with the subsequent definition of key principles of pedagogical design of the educational environment, contributing to the maintenance of motivation to learn among learners as a condition and indicator of their psychological well-being.

The following methods were used in the study: theoretical analysis of scientific and psychological-pedagogical literature related to the research problem, in particular, analysis of existing theories of psychological well-being and personality development; analysis of modern publications related to the research subject; methods of qualitative data collection based on text analysis, interpretation of scientific sources; comparative analysis of concepts and approaches to the problem under study; as well as methods of generalization and systematization of data obtained as a result of empirical observations.

The results of the study and their discussion

The study examined and interpreted learning motivation within the following theories of psychological well-being and personality development in terms of different approaches to understanding personality, needs and learning processes.

1. Theory of self-determination (Deci & Ryan, 2000). The theory emphasizes the role of intrinsic motivation and needs for autonomy, competence, and social acceptance as key determinants of a person's behavior and psychological well-being. Motivation becomes more stable and effective when activities are perceived as voluntary and conscious choices consistent with personal interests and values.

2. Positive Psychology (Seligman, 2009) The theory focuses on the study of factors that promote human worthiness, happiness and psychological well-being. It explores aspects such as optimism, resilience to stress, gratitude, and a sense of meaning in life in order to identify strategies that help people realize their potential and achieve life satisfaction.

3. Theory of Attribution (Heider, 1958; Weiner, 1974) The theory explains how people interpret the reasons for their successes and failures, attributing them to internal (ability, effort) or external factors (task difficulty, luck). These explanations influence motivation, emotions, and subsequent behavior, determining a person's future efforts in similar situations.

4. Cognitive dissonance theory (Festinger, 1957) The theory describes the psychological discomfort that arises when there is a contradiction between an individual's beliefs, attitudes, and behavior. To reduce this dissonance, the individual seeks to change his or her behavior or cognitive attitudes, which promotes internal consistency and psychological balance.

5. Expectancy and Value Theory (Eccles & Wigfield, 2002). The theory posits that motivation to perform depends on two key factors: expectations about the likelihood of success

and the subjective value he or she places on the task at hand. High expectations for success with high goal value stimulate activity and persistence in the individual.

6. Flow Concept (Csikszentmihalyi, 1990). The concept of flow describes a state of total immersion in an activity when a person experiences high levels of concentration, satisfaction, and engagement. Flow occurs when there is an optimal balance between the complexity of the task and the level of personal skills, which promotes maximum productivity and intrinsic motivation.

7. Social cognitive theory of personality (Bandura, 1990) The theory emphasizes the mutual influence of personal factors, behavior, and environment (the principle of interdependence). A key role in motivation is played by self-efficacy as a belief in one's ability to successfully cope with tasks, which determines the level of effort and persistence in achieving goals.

The theories presented encompass learning motivation, emphasizing different aspects but with common overlaps. The unifying element of all the theories is the assertion of cognitive mechanisms at the core of learning motivation, where the learner analyses his/her abilities, assesses the complexity of learning tasks, and the influence of environmental factors on learning and goal attainment (Table 1).

Table 1
Learning motivation as conceptualized in modern theories of psychological well-being and personality development

Theory	Relation to learning motivation
Theory of self-determination (E.L. Deci & R.M. Ryan)	Learning motivation is the result of basic psychological needs being met: the learner is able to choose or influence the learning process (autonomy); positive outcomes and feedback increase the desire to continue learning (competence); and the learner feels part of a community (relatedness to others).
Positive Psychology (M. Seligman)	Learning motivation is enhanced when learning is seen as a way of achieving meaning, discovering strengths and enjoying the process.
Theory of Attribution (F. Heider, B. Weiner)	When a learner considers success to be the result of his or her own efforts (intrinsic factors), motivation to learn increases. When failure is explained by uncontrollable (external) factors, motivation to learn decreases.
Cognitive dissonance theory (L. Festinger)	Learning motivation can be caused by the desire to resolve the contradiction between the knowledge of the need for knowledge and the lack of skills. Cognitive dissonance motivates, leads to a change in attitude and later to a change in the learner's behavior.
Expectancy and Value Theory (J. Eccles & A. Wigfield)	A learner is motivated when he/she is success-orientated, believes he/she can succeed (expectation of individual success), is guided by positive values, considers the task useful and valuable (value of performing an action).
Flow Concept (M. Csikszentmihalyi)	Learning motivation occurs in a state of "flow", characterized by maximum engagement and autonomous satisfaction with learning activities when tasks are neither too easy (boredom) nor too difficult (anxiety).
Social cognitive theory of personality (A. Bandura)	Learning motivation is determined by belief in self-efficacy and interaction with the environment. Confidence in one's own ability to complete tasks increases motivation to learn, observation of successful peers (modelling) motivates imitation and success, and environmental support increases motivation to learn.

Each of the theories reviewed reveals different aspects of the overall picture and provides a unique perspective on learning motivation as a condition and indicator of learners' psychological well-being. The theory of self-determination (Deci & Ryan, 2000) most emphasizes the role of intrinsic motivation, finds confirmation in empirical studies. However,

it may not take into account individual differences in needs, as well as the influence of cultural and social factors. Positive Psychology (Seligman, 2009) focuses on the development of sustainable motivation through positive emotions, and less on cognitive processes. Attribution theory explains the reasons for the formation of stable motivation, allows students to adjust attributions to increase their motivation, but does not take into account the emotional factors influencing the explanation of events (Heider, 1958; Weiner, 1974). Cognitive dissonance theory (Festinger, 1957) shows how motivation arises in a situation of knowledge conflict, but does not take into account individual differences in tolerance for dissonance between beliefs and actions. The theory of expectations and values explains individual differences in learning motivation, allows predicting behavior in learning activities, but also does not take into account emotional factors (Eccles & Wigfield, 2002). The flow concept (Csikszentmihalyi, 1990) describes optimal states of productivity, a balance of complexity and competence, but does not take into account the complexity of calling a "flow" in the traditional education system. Socio-cognitive theory of personality (Bandura, 1990) takes into account the social environment as a motivation factor, which is very important, but does not pay enough attention to the internal motives of learning, which makes it weaker against the background of other theories.

Involvement, activity and satisfaction, which are characteristic of high learning motivation, change the learning environment and turn it into a basis for learners' self-realization. In the case of passivity, uncertainty, insecurity, there is a tendency to avoid learning activities, the emergence of destructive forms of learning behavior.

As a condition of psychological well-being, learning motivation manifests itself as the presence of intrinsic motivation and contributes to the satisfaction of basic needs for autonomy, competence and relatedness to other people, which directly affects emotional stability in learning, reducing academic stress and anxiety during the study period. Developed and sustained learning motivation contributes to learners' awareness, content and subjective sense of life satisfaction.

A high level of motivation to learn should also be seen as an indicator of psychological well-being. Learners who experience positive emotions and feel supported in the educational environment are more likely to be curious, interested, engaged and active in learning. A sense of self-efficacy, as a belief in one's own abilities, increases learners' intrinsic learning motivation. Conversely, high levels of academic stress and anxiety reduce attention and learning ability, leading to amotivation. Low levels of learning motivation may indicate the presence of internal problems in learners, which may include anxiety and burnout.

Learning motivation is largely determined by the quality of the learner's interaction with the educational environment and its participants, which makes its study and the search for effective approaches to its pedagogical design a priority for educational science. Each of the considered theories emphasizes the possibility of creating certain conditions in the educational environment that support learners' motivation to learn. Understanding the implementation of the mechanisms of the considered theories in the pedagogical design of the educational environment will contribute to the psychological well-being of learners at different levels of education.

We believe that pedagogical design of the educational environment is a process of designing and organising learning spaces and technologies for achieving educational and psychological goals. This process includes not only the content of learning, but also the creation of conditions that promote learning motivation, engagement and maintenance of emotional and psychological health of learners (Gagne et al., 2005).

Among the existing approaches to the design of the educational environment within the framework of the research problem, we can highlight the ARCS theory of motivational design (Attention, Relevance, Confidence, Satisfaction), which focuses on maintaining learners'

motivation to learn by increasing their self-confidence and the relevance of the learning material (Keller, 2010).

The conducted analysis allows us to identify the principles of motivational design of the educational environment that contribute to the maintenance of learning motivation as a condition and indicator of psychological well-being (Table 2).

Table 2.
Principles of motivational design of the educational environment for psychological well-being

Principle	Content
Individualization and support for autonomy	*The ability to choose and control one's own learning, the possibility of self-testing, a differentiated approach.* *For example, when completing assignments, students can choose a written or oral format for completing them, as well as special conditions for completing them in the form of choosing a partner and deadline, which gives them a sense of control.*
Relevance of learning outcomes	*The applicability of acquired knowledge and skills, the understanding of their value and future applicability contributes to the development of intrinsic motivation and increases self-efficacy and competence, which reduces anxiety and increases self-confidence.* *For example, a more motivating learning outcome for future teachers will not be mastery of the theoretical principles of didactics and definitions, but rather the acquisition of skills in developing and conducting lessons and applying learning technologies in practice.*
Positive interaction	*Positive interaction, group work, opportunity to share knowledge and experience, support from teachers reduces academic stress, increase sense of belonging; feasibility of tasks provides opportunity for self-fulfillment.* *For example, when performing a difficult task, the teacher suggests performing it in groups in stages, which gives a sense of support and eliminates fear, self-doubt or aggressiveness against the background of feelings of incompetence.*
Integration of engagement technologies into learning	*The use of interactive elements (gamification) in teaching the digital generation of learners reduces learning overload, increases learning motivation and learning satisfaction.* *For example, using additional points for each added term in the glossary of a subject, provided that its meaning is understood, will relieve students from fatigue during a "boring" type of activity.*
Ethical evaluation and feedback	*An assessment system that focuses not only on results but also on learning progress reduces self-confidence, supportive feedback motivates changes in learning behavior, and creates a positive attitude towards the educational environment.* *For example, the "silent" awarding of points to an electronic journal without discussion and feedback causes students to doubt their abilities, anxiety and reduces learning motivation.*
Development of self-regulation skills and emotional stability	*Positive emotions develop cognitive and social resources that contribute to the correct response to failures, feedback; the ability to set goals and plan learning activities, to reflect on the process and the outcome contributes to the development of metacognition as pillars of learning motivation and the growth of psychological well-being in general.* *For example, analyzing mistakes through positive feedback from a teacher after students fail a test develops reflection skills, forms a healthy attitude towards failures as part of learning and opportunities for growth and planning of their further educational activities, which reduces academic stress.*

Based on the analysis of theories and research and design of ARCS, as well as the results of empirical observation of students in schools in Karaganda, a number of recommendations should be given for motivational design of educational environment. Two key aspects that have a complex influence on learners' motivation to learn: pedagogical and psychological.

Pedagogical includes a number of components directly related to the organization of the learning process. Clearly articulated learning outcomes play an important role. Their clarity and significance for the learners will show the practical value of the acquired skills and, accordingly, of the tasks performed in the course of the training (Theory of expectations and values). The applicability of the acquired knowledge and skills supports the learner's sense of competence and increases intrinsic motivation (Self-determination theory). Effective teaching methodology, selection of optimal pedagogical approaches, use of modern teaching technologies creates conditions for increasing learners' interest and involvement. Such conditions allow them to immerse themselves in the learning process with a high level of concentration and enjoyment in doing the tasks (Stream concept). The pedagogical side provides for a variety of forms and methods of learning that allow their individual educational needs and abilities to be taken into account and realized in interaction with others in a cooperative environment. As empirical observations show, the importance of behavioral modelling and mutual interaction between teacher and learners contributes to the formation of self-control and self-efficacy in learners (Social-cognitive theory of personality, Self-determination theory). When determining the impact of the assessment system on learning motivation, it is necessary to highlight its important components: transparent assessment criteria, fairness, objectivity, effective feedback create an adequate perception of the reasons for success or failure, confidence and control over one's own results (Attribution theory), a sense of competence (Self-determination theory). An important element is the organization of the learning environment, including the digital one. The availability of resources and supportive infrastructure contributes to the creation of a favorable learning environment, which increases the well-being and satisfaction of learners.

The psychological side of learning reflects the factors that influence the emotional state and internal motivation of learners. One of the most important elements is the quality of communication between the participants in the educational process. Supportive and open communication helps to create an atmosphere of trust, reduces the level of academic stress and creates a sense of belonging to the educational community (Social Cognitive Theory of Personality, Self-Determination Theory). A sense of achievement and a situation of self-fulfillment build sustainable motivation to learn. Regular opportunities for learners to demonstrate their achievements, self-assessment to monitor personal progress and development, and teacher recognition of learners' efforts build self-confidence. The observations also indicated a long-lasting sense of satisfaction from the learning process, which arises under the influence of positive reinforcement of students' achievements in the form of feedback (Flow concept). Self-actualization of the learner, combined with the possibility of choice and autonomy in learning, increases the learner's personal interest and responsibility for learning outcomes, which is an indicator of intrinsic motivation to learn (Self-determination theory). An equally important aspect of the psychological side of learning is the teacher's personality and style of interaction with learners. A teacher who is passionate about teaching and shows respect and attention to the individuality of the learners creates a motivating educational environment. Applying an empathy-based approach creates a positive learning environment that allows for the experience of positive emotions and supportive interpersonal relationships (Positive psychology).

Respecting the principles of pedagogical design makes it motivating and allows learners to achieve a higher level of psychological well-being.

The results obtained can be useful to the administration, teachers and the psychological service to develop measures aimed at increasing the learning motivation of learners.

Conclusions

The analysis of the relationship between educational motivation and psychological well-being of students allowed us to formulate a number of key conclusions.

A learner's psychological well-being is characterized by harmony of mental processes and functions, a sense of inner integrity and emotional balance. Learning motivation is recognized as a key factor in academic success and well-being in educational settings. Learning motivation in learners of different ages can be viewed multidimensionally in different theories of psychological well-being and personality development as a desire for self-realization, a result of the satisfaction of basic psychological needs, a way of achieving pleasure and meaning, a response to expectations and values, a desire to resolve cognitive conflicts, a result of engaging in meaningful activities, a balance of belief in success and the significance of the outcome of learning, a result of perceiving the causes of both success and failure, and a state of full engagement. Satisfaction with interpersonal relationships, the possibility of receiving positive emotions from communication and the learning process, the satisfaction of the need for emotional support contribute to the growth of learning motivation and the strengthening of the psychological well-being of the learner.

Learning motivation is not only a factor in the successful development of an educational program, but also a significant indicator of the psychological well-being of students. A high level of motivation to learn is associated with satisfaction with the educational process, positive self-esteem and emotional stability. Psychological well-being, in turn, affects the sustainability of learning motivation. A favorable educational environment, support from teachers and classmates, as well as the ability to independently choose learning strategies contribute to the formation of internal motivation and reduce learning stress. Decrease in learning motivation can occur in conditions of frustration, tension in relations in the educational environment, monotonous learning activities, inability to apply knowledge and skills for realization of life plans, inaccessibility of educational resources and conditions for learning, lack of clear learning goals and other negative circumstances violating psychological well-being of learners.

The formation of an educational environment that supports learning motivation requires compliance with a number of key principles of pedagogical design. It is important to consider the reciprocal relationship between learning motivation and learners' psychological well-being in the pedagogical design of educational environments. Pedagogical design of educational environments is an integrated approach that combines pedagogical, psychological, physical and technological solutions to create a motivating and supportive educational environment.

This study highlights the importance of learning motivation as a key factor in the psychological well-being of learners. The contribution of the research is to systematize existing theories and identify their relationship with the pedagogical design of the educational environment, expand the empirical base by analyzing modern research on the impact of learning motivation on the psychological well-being of learners, as well as propose principles of pedagogical design aimed at supporting internal learning motivation and psychological well-being of learners. Future research directions may include the development of an experimental model of the "Modern Learning Environment" educational environment, the testing of various pedagogical strategies for maintaining the psychological well-being of participants in the educational process, as well as the study of the influence of cultural characteristics on the perception of learning motivation and emotional comfort. The analyses carried out are limited to a few theories and can be extended in future research. The limitations of the study are related to the lack of longitudinal data, which makes it difficult to assess the long-term impact of the proposed pedagogical strategies. In the future, it is possible to conduct long-term studies

analyzing the dynamics of learning motivation and its impact on the psychological well-being of learners. The correlation indicator will be covered in more detail in future research on this topic.

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