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Abstract: The fundamental issue in modern education is the formation of a highly motivated student personality. Student motivation in the learning process is a crucial factor for achieving effective educational outcomes. However, the issue of defining the structure of academic motivation remains unresolved among psychologists, as pedagogy and educational psychology still lack a unified perspective on the nature of motivation.

Keywords: educational motivation, motives, levels of motivation, motivational-value attitude.

INTRODUCTION

The period of study at a university is the time of the most intensive development of the intellectual capabilities of a young person [3].

The process of students' adaptation to higher education is usually accompanied by negative anxious worries in connection with leaving the school community. These include:

- inability to implement psychological self-regulation of personal behavior, aggravated by the lack of the usual control of educators and unpreparedness for studying at a university;
- lack of a rational work schedule, setting up an environment and self-service, especially when moving from family conditions to a dormitory [4].

MATERIALS AND METHODS

The methodological foundation of this study is based on the principles of psychological development in the process of activity (L.S. Vygotsky, A.N. Leontiev, D.B. Elkonin, et al.), the principle of unity between consciousness and activity (S.L. Rubinstein), systematic approach (B.G. Ananyev, A.N. Leontiev, B.F. Lomov), and determinism (S.L. Rubinstein, A.V. Petrovsky).

The theoretical framework includes research on educational and cognitive activity by S.L. Rubinstein, A.N. Leontiev, D.B. Elkonin, V.V. Davydov, A.K. Markova, I.I. Ilyasov, and others; on academic motivation by B.I. Dodonov, A.K. Markova, L.I. Bozhovich and others; on self-regulation by V.I. Morosanova, O.A. Konopkina, A.K. Osnitsky and others; and on cognitive styles by T.A. Guseva, M.A. Kholodnaya, T.A. Kornilova and others.

In numerous studies, motivation is understood as a specific motive, a system of motives, or a distinct sphere encompassing needs, motives, goals, and interests [3].

Types of Motives in Learning Activity A.N. Leontiev distinguishes between "stimulus motives" and "meaning-forming motives." He explains:

"Some motives, while driving activity, also give it personal meaning; we call these meaning-forming motives. Others, which coexist with them and serve as driving forces (positive or negative), sometimes manifesting strong emotional or affective responses, lack a meaning-forming function; we conditionally call these stimulus motives." [4]. Furthermore, A.N. Leontiev classifies learning motives into "known," "understood," and "actively functioning" motives.

D.B. Elkonin, V.V. Davydov, and A.K. Markova introduced an activity-based approach to the concept of learning activity. From this perspective, learning activity is defined as the process through which a student acquires generalized methods of learning actions and self-development by solving academic tasks. In this process, external control and evaluation play a crucial role, eventually transforming into self-control and self-evaluation [1].

A.K. Markova identifies two primary types of academic motivation:

Cognitive motives – the desire for knowledge and intellectual growth.

Social motives – the motivation driven by external social factors, such as peer interactions and societal expectations [1].

RESULTS AND DISCUSSION

Cognitive motives are related to the content and process of performing educational activities: broad cognitive motives, educational and cognitive motives, self-education motives. All these motives contribute to overcoming difficulties in educational activities, stimulate cognitive activity and initiative, the desire to improve competence [1]. Social motives are associated with various social interactions of students with other people.

Social motives characterize the student's energy in relation to other aspects of interaction with another person during learning, to the results of common work and methods of these interactions. Their meaning: broad social motives - duty, responsibility; narrow social, or positive motives - desire to encourage others; motives of social cooperation - the desire to master methods of interaction with others [1]. According to the definition of the authors F. A. Vadutov, L. I. Kabanov and G. I. Shkatov [2], the success of a student in educational activities depends on successful adaptation to a different environment (to different climatic and home conditions), to a change in social environment, to a different educational system and language of communication, to the international nature of study groups.

"The difficulties of adaptation of foreign students differ in content from the problems of Kazakhstani students (overcoming the didactic barrier), depend on state and regional data and change from course to course" [3].

A. P. Chernyavskaya gives a general definition of motivation. In her work, motivation is understood as a set of internal and external driving forces that motivate a person to work, determine its facets and forms, assign it a direction to achieve specific goals [4].

CONCLUSION

Thus, the obtained results allow us to state that students need psychological support of their educational activities. The psychological criteria for the success of psychological work will be adaptation to the educational and cognitive environment, personal self-determination and development of an optimal lifestyle in general.

The effectiveness of the learning process is closely related to the educational environment of the university. Five main characteristics of a positive educational environment in an educational institution can be identified:

- shared norms and values;
- focus on educational activities;
- reflective dialogue;
- generalization and joint use of the work experience of individual teachers;
- cooperation.

Their implementation by teachers in their classes will create the necessary psychological conditions for the development of motivation and self-regulation of students.

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