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SPECIAL ISSUE NO.: 12/01/XXVII. (VOL. 12, ISSUE 1, SPECIAL ISSUE XXVII.)

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ISSN 1804-7890, ISSN 2464-6733 (ONLINE)

AD ALTA IS A PEER-REVIEWED JOURNAL OF INTERNATIONAL SCOPE.

2 ISSUES PER VOLUME AND SPECIAL ISSUES.

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DECREASED LEARNING MOTIVATION AS A SCIENTIFIC PROBLEM OF THE CENTURIES

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Abstract: The study aims to summarize scientific data on the prerequisites for reducing learning motivation as a process actively studied by scientists in the last centuries and experimentally prove the changing needs of learning motivation depending on social development and the presence of early formation of a stable cognitive interest in activities that are relevant in the new social environment. Decreased learning motivation can be manifested as a negative attitude towards learning in general, specific subjects, and certain activities. Reducing the motivation to learn can be caused by fatigue, loss of social position, insufficient or excessive mental activity, and the formation of a formal attitude to learning.

Keywords: Interests, Learning motivation, Motives, Motivational sphere of personality, Needs, Preconditions of extinction of learning motivation, Students of 1-6 and 7-8 grades, Teacher.

1 Introduction

"I don't want to study!" "My child does not want to learn!" Unfortunately, these expressions pass from one century to another. Why and where does the desire to learn disappear? More than 50 years ago, in 1971, V. Ilyin and L. Katkova (1971) published the results of a study of the motivation of adolescents who study poorly [9].

As a result of the analysis, three groups of students were identified, who study poorly. In the first group, scientists united students with a negative attitude to learning in general and to certain subjects and certain types of activities organized by the teacher in class. The second group included students who have a positive attitude to learning in general, but do not cope with the study of one or two subjects, which, in turn, creates a negative attitude towards these subjects. In the third group, they brought together students who understand the need for learning in general, the usefulness of learning subjects, but have a negative attitude towards certain activities.

In 1973, V. Onyshchuk published the results of a research of interest as a motive for learning. The scientist found that 55% of students in grades 4-6 and only 25% of students in grades 7-8 want to know about various natural phenomena and processes in society. At the same time, 58% of students in grades 7-8 showed a strong cognitive interest in learning certain subjects and in self-acquisition of knowledge [24].

In 1975, B. Degtyarev investigated the decrease in learning motivation depending on the feeling of fatigue and its appearance in students during the lesson. Based on the analysis of the results of the study, which are described in the book by Yu. Babanskiy (1982), the following conclusions were made: 1. The largest number of students felt tired after completing the task, which did not arouse their cognitive interest (Figure 1).

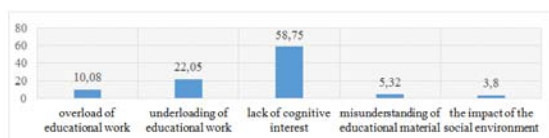


Figure 1 – Factors that cause students to feel tired during the lesson

In 1983, A. Markova attributed to the most important indicators of reduced learning motivation: passivity, indifference, unwillingness to be active and independent [17].

In 1984, G. Schukina explained the decrease in learning motivation for three reasons. The first reason – the redirection of cognitive interest. Adolescents and young people begin to focus on cognitive expectations of the position they will take in society after graduation. The second reason is competition of mass media (radio, press, television) with the school. Adolescents and young people began to satisfy their cognitive interests regarding the expectation of a life position through media reports. The third reason is the lack of purposeful work of teachers to develop students' cognitive interests, insufficient consideration of individual characteristics of students, the wrong style of relations between teachers and students who began to study poorly. The fourth reason – insufficient stock of knowledge, insufficient level of formation of skills, loss of faith in the forces and possibilities, discomfort in relations with the teacher and (or) students [25].

In 1985, according to the results of a study by K. Drozdenko, the conclusion was formulated: the decrease in learning motivation and the formation of a negative attitude to this process is caused by the fact that the student loses his social position. In turn, this fact causes a decrease in intellectual achievement [5].

Based on the analysis of research data, scientists have formulated the following conclusions:

1. In students who study poorly, the motive of coercion by others (teachers, parents) dominates.
2. This category of students does not show cognitive interest.
3. Loss of cognitive interest was caused by experiencing failures in learning.
4. Failures in learning led to dissatisfaction with their position in the classroom, as well as conflicts with teachers and students.
5. Students who do poorly manifest subject-oriented development of cognitive interests, in particular, their interest was focused on the content of the humanities, physical education, and work [9].
6. The appearance of a feeling of fatigue in students during the lesson.
7. Redirection of cognitive interest in adolescents and young people.
8. Competition of mass media (radio, press, television) with school.
9. Shortcomings (gaps) in the work of teachers and students [25].
10. Loss of a student's social position [5].

2 Materials and Method

We considered the decline in learning motivation as a scientific problem that took place in the twentieth century and is taking place in the 21st century, based on the generalization of scientific data about:

- The essence of the phenomenon of "learning motivation";
- Motivational sphere of personality;
- The influence of needs, interests, motives on the learning motivation;
- Prerequisites for reducing the motivation to learn according to research conducted in 1985 and 2008.

Scientific data on experimental verification of availability in 2021 are also summarized:

- 1) Manifestations of needs of learning motivation (motive of well-being, motive of duty to the teacher, motive of self-determination, motive of self-improvement, motive of avoiding troubles, social motives, motive of self-realization, cognitive motives directed to oneself and motives aimed at social and natural worlds);
- 2) Manifestations of dominant cognitive (general / special) and social needs (bases of formation of stable cognitive interest in pupils of 1-6 grades).

The theoretical part of the study was conducted for two years. The experimental part of the study was implemented during 2021.

624 3rd grade students and 25 teachers were involved in the study of learning motivation. The research of dominant cognitive (general / special) and social needs as a basis for the formation of sustainable cognitive interest involved 638 1st grade students, 641 2nd grade students, 624 3rd grade students, 623 4th grade students, 622 5th grade students, 628 5th grade students, 628 6th grade students and 150 teachers.

The research methodology included the analysis of the concept of interaction of external and internal factors in mental development (H. Kostiuk, 1989; P. Yakobson, 1969 and other scientists). General psychological positions on the essence and development of personality in the process of activity (H. Kostiuk, 1989; A. Leontiev, 1975), of attribution theory explain the motivation of successful and unsuccessful results (B. Weiner); the concept of achievement motive based on different types of self-esteem (H. Heckhausen), theories of cognitive assessment [4] are applied.

We organized research using the following methods: theoretical (analysis, synthesis, systematization, comparison, generalization) and empirical (observations, experiment, conversations, surveys, method of diagnosing conscious learning motives [1]).

The method of diagnosing conscious learning motives consisted of three stages. At each stage, cards were used on which one judgment was recorded. In the first stage, the teacher read the judgments to students who cannot read. The student's task is to say one of the phrases: "I really, really want", "I want", "I do not want".

Depending on the words the student said, the teacher laid out the cards with judgments in three piles in order of importance, starting with the most important. In the second stage, the teacher read to the child judgments from the cards that were assigned to the first pile. The student's task is to say one of the phrases: "I really, really want", "I really want", "I want". Depending on the student's words, the teacher laid out the cards with judgments in three piles in order of importance, starting with the most important. In the third stage, the teacher took the cards of the first stack and read the judgments. The student said "I really want" or "I want". Students who can read performed all the steps of the three stages independently. The teacher only recorded the results of the choice of judgments.

Student's words at the first stage – I really, really want or want or do not want; at the second stage – I really, really want or really want, or I want; at the third stage – I really want or want.

2.1 Judgments that were Written on the Cards One by One

1. I want to study well. 2. I want to fulfill the requirements of the teacher quickly and accurately. 3. I want to be responsible for learning in front of the class. 4. I want to finish school and continue my studies. 5. I want to be a cultured and educated person. 6. I want to get good grades. 7. I want to receive praise from teachers and parents. 8. I want my classmates to always have a good opinion of me. 9. I want to be the best student in the class. 10. I want my answers in lessons to always be better than others. 11. I want to have authority among my comrades. 12. I want my classmates not to blame me for poor learning outcomes. 13. I want my parents and teachers not to quarrel with me. 14. I don't want to get bad grades. 15. I want to know something new. 16. I want to solve learning problems in a difficult way. 17. I want to think a lot in class. 18. I want to perform difficult tasks, overcome difficulties. 19. I want to move more. 20. I want to be happy and have fun. 21. I want to tell, read, perform various tasks. 22. I want to train my memory, thinking, imagination. 23. I want to know the world around me. 24. I want to interact with the natural world. 25. I want to communicate with the social world. 26. I want to communicate via the Internet. 27. I want to communicate via the Internet for interests. 28. I want to

communicate via the Internet in social communities. 29. I want to create my web page.

During the processing of the results of the introduction of the methodology for the diagnosis of conscious learning motives, cases of coincidence were taken into account. This is when students of grades 1-6 chose the same needs at the I, II and III stages of implementing the methodology. If such a coincidence was not recorded, the student's choice of judgment was considered random.

Using the methodology, the following was determined:

- For 3rd grade students - the needs of the motive of well-being, of the motive of duty to the teacher, of the motive of self-determination, of the motive of self-improvement, of the motive of avoiding trouble, of social motives, of the motive of self-realization, self-directed cognitive motives and motives aimed at the social and natural worlds;
- For students in grades 1-6 - the presence of dominant cognitive (general / special) and social needs as a basis for the formation of sustainable cognitive interest.

3 Results

The authors included the following prerequisites for reducing learning motivation: 1. Failure to take into account during training changes in the content of needs caused by the development of society. 2. Failure to take into account during distance learning the early formation of a stable cognitive interest in activities that are carried out using a computer (for 100% of students in grades 1-6).

Motivation is defined as follows:

- A system of motives that are the motivating causes of human activity. It is a set of factors reflected in the consciousness, which determines a manifestation of a person's volitional activity, it is a set of motives that cause human activity and determine the strength of this activity, it is a certain internal force that forces a person to act in a specific way;
- A set of motivating factors that include the activity of the organism and determine its direction [28].
- Action or set of intentionally planned actions-measures that cause motives [16].

Learning motivation is a set of motives that cause human activity aimed at mastering the knowledge, skills, methods of action and the formation of experience in organizing educational activities. These are motivating factors (motivators) or (and) purposeful actions of others that cause activity in learning and direct it in the right direction.

S. Moskvichev (2013) [23] identifies such types of learning motivation as:

- Natural motivation (dominated by the need for information and learning);
- Mental motivation (dominated by cognitive needs);
- Microsocial motivation (dominated by the need for recognition by peers and adults).

Learning motivation can be directed: 1) to the subject being studied; 2) to another person; 3) to the person [17].

The formation of learning motivation is carried out: 1) based on what is already the result of previous development of the psyche; 2) in specially organized actions, the implementation of which is accompanied by positive emotions.

Cognitive needs, interests and motives that determine the purpose of learning determine the strength of learning motivation.

3.1 Motivational Sphere of Personality as a Psychological Basis of Learning Motivation

The psychological basis of learning motivation is formed in the motivational sphere of personality. The term "motivational sphere of personality" refers to a system of internal dispositions that motivate, guide and organize human behavior as a subject of life [20].

The motivational sphere of personality is a complex formation, as it includes needs, motives, interests, goals, behavioral patterns, and so on. The motivational sphere of the personality is a significant formation, as the leading motives of life determine the direction of the personality. This is a dynamic formation, because the set of motives is formed and developed throughout a person's life.

3.2 Motivational Sphere of Personality: the Influence of Needs on Learning Motivation

The central component of the motivational sphere is the need. In psychological sources, the essence of the concept of "need" is defined differently, namely: the feeling (awareness of necessity), which is experienced as internal tension, causes mental activity associated with goal setting [8];

- The main driver of behavior that directly encourages activity [3];
- The internal prerequisite for activity, as well as what directs human activity [15];
- A state of dissatisfaction that motivates, directs human behavior and acts as a source of motivated activity [7]; source of activity [28].

S. Melnichenko clarifies that the need determines a person's behavior only when it passes from a latent state to the level of sensations and awareness [20].

E. Deci and R. Ryan formulated the following conclusions: 1. Psychological well-being is directly determined by the process of satisfying basic needs (needs for self-determination), needs for competence (needs to be a professional), needs for meaningful relationships (needs to be patriot).

2. The higher the level of satisfaction of basic needs, the higher the level of psychological well-being of the individual (experience of happiness, a sense of fullness of existence and self-actualization).

In 2000, at the University of Rochester (Department of Clinical and Social Sciences in Psychology) E. Deci and R. Ryan proved that the basic human needs are a sense of competence and self-determination. Satisfaction of these basic needs in this or that activity activates the mechanism of formation of internal motivation to this activity. In turn, the implementation of activities creates a need for meaningful relationships. Thus, a number of basic needs complement each other in the following order: the need for self-determination (the need to be a person) → the need for competence (the need to be a professional) → the need for meaningful relationships. Scientists have also developed a theory of cognitive assessment [4].

The essence of the theory is as follows: a person in the process of activity evaluates three parameters: 1. Causal (a person seeks to find out what is the cause of his actions - himself or an external cause). 2. Competence (a person seeks to determine own effectiveness in the activity). 3. Social (the person involved in the activity seeks to find out how much his activity contributes to the maintenance of meaningful interpersonal relationships) [4].

3.3 Motivational Sphere of Personality: the Influence of Interest on Learning Motivation

The awareness of cognitive needs and the need for competence [10] indicates interest. Interest as a component of the motivational sphere provides a person's focus on understanding the purpose of the activity, promotes orientation during the

implementation of activities, acquaintance with new facts, a fuller reflection of reality. Satisfaction of interest does not lead to its extinction, but causes the emergence of new interest, which corresponds to a higher level of cognitive activity.

There are four stages in the development of interest: interest, curiosity, cognitive interest, theoretical interest. At the stage of interest, the interest is situational. It arises quickly, and disappears when the situation changes. The emergence of interest is caused by the novelty of the object, its appearance, unusualness, brightness, but the desire to comprehensively consider the object or phenomenon, to know its essence is still absent. At the stage of curiosity, interest is characterized by the desire and efforts to learn about the object, accompanied by asking questions, cognitive actions and emotions of surprise and joy for the results. Cognitive interest and theoretical interest is accompanied by a desire to know the essence of the object, to establish cause-and-effect relationships, to plan actions and implement them.

A. Markova identifies the following types of interest in learning: 1) Broad educational interest, which has an undifferentiated nature. 2) Educational interest, accompanied by goal setting, task setting and implementation. 3) Interest in the results of activities (completed tasks, solved problem situations, assessments). 4) Simultaneous interest in facts, ideas, patterns, and their knowledge. 5) Interest in the methods and techniques of learning and the results of educational activities. 6) Interest in improving their educational work [17].

3.4 Motivational Sphere of Personality: the Influence of Motives on Learning Motivation

Motive as a component of the motivational sphere of man satisfies his primary (natural) and secondary (material and spiritual) needs. Scientists characterize the motive as: awareness of objects that a person needs; awareness of the actions necessary to achieve the desired goal; confidence in the possibility of achieving this goal [21];

- Conscious motivation of behavior and activity, which is a property of the individual and arises as the highest form of reflection of needs [12];
- The reason that determines the choice of directed behavior [28];
- This is all where the need is embodied (objects of the world, ideas, feelings, experiences) (Bozhovich, 1972);
- Considerations that the subject should follow (Godfrua, 1996);
- Construct of thinking, i.e., theoretical construction, not a real phenomenon [7].

L. Bozhovich distinguishes two types of learning motives. The first type of learning motives are motives that are related to the content of educational activities and the process of its implementation. These motives embodied cognitive interests, the need for intellectual activity, for mastery of new knowledge and skills. Type II learning motives - motives related to the child's relationship with the environment. These motives embodied the need for communication, evaluation, social recognition (to take a certain place in the system of accessible social relations) [3].

A. Leontiev identified three stages in the development of learning motives. The first stage is the dominance of motives in the minds of students that are aimed at the type of activity which is first evaluated by society. The second stage is the dominance of the motives of relations in school life, the class team, the school team. The third stage - the dominance of motives associated with the dominance of motives from broad social life and related to life prospects [14, 15].

In general, the dynamics of change of human motives during life can be represented as follows: game motives → learning motives → work motives.

Various classifications of motives have been developed in scientific works. We focus only on classifications that are relevant to our research.

Motives are classified into:

1. Broad social motives – arise under the influence of the social context of life and are associated with human relationships with the environment [3]. Broad social motives include: 1) Motives of duty and responsibility (to society, class, teacher, parents, etc.) 2) Motives for self-determination (understanding the importance of knowledge for the future, the desire to prepare for future work, etc.) 3) Motives for self-improvement (to develop as a result of learning) [22]; 4) Motives of social cooperation (predominance of focus on interaction with another person in the process of cognitive activity) [17].
2. Narrow personal motives: a) motives of well-being (desire to get approval, good grades); b) motives of prestige (desire to be the first student, to take a worthy place among comrades); c) motives for avoiding trouble (the desire to avoid trouble from teachers, parents, classmates) [17, 27].
3. Motives of internal and external nature (have respectively internal and external orientation) [27].
4. Cognitive motives (formed in the learning process and directly related to the content, process, and results of educational activities) [3]: motives related to the content of education (motivates a person to learn the desire to learn new facts, master knowledge, methods of action, understand the essence of phenomena, etc.) [27]; motives related to the learning process (motivates a person to learn the desire to show intellectual activity, reason, overcome difficulties in the process of performing tasks, i.e., captures the process itself, not just the results) [27].
5. Cognitive interest as a motive (born against the background of a general positive attitude to activity): cognitive interest in the content of activities [17, 18, 22]; cognitive interest in the process of activity, which consists in the desire to identify intellectual activity [17, 18, 22].

3.5 Prerequisites for Reducing the Learning Motivation in the Context of the Components of the Motivational Sphere of Students

On the basis of the analysis of scientific works, the following preconditions of decrease in educational motivation are defined:

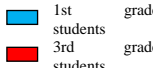
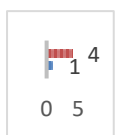
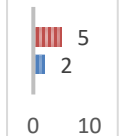
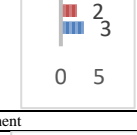
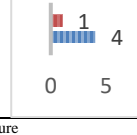
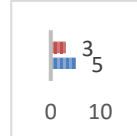
1. Psychophysiological features of the functioning of the motivational sphere of students who begin school. For this category of students, the decrease in learning motivation causes:
 - Insufficient effectiveness of motives – the motives themselves do not support educational activities for a long time;
 - Instability of motives – motives are quickly satisfied, without the support of the teacher can fade and no longer be updated;
 - Partial awareness of motives – students can not name the motives, i.e., what they like in a particular subject and why they like it;
 - Weak generalization of motives – motives cover one or more objects that are united by external features.
2. Dominance of the need for learning outcomes in students, which correlates with knowledge, not with the methods of educational activities. In this case, the precondition for reducing the learning motivation is the lack of interest in overcoming difficulties in educational work.
3. Organization of educational activities on the basis of insufficient or excessive mental load of students, which leads to a decrease in interest in learning [3].
4. The use of low-content and insufficiently emotional educational material during the lesson, which, in turn, does not contribute to the development of cognitive needs, does not cause and does not form stable positive motives for learning [17].

5. Unawareness of external and internal motives makes students' learning activities undesirable, and learning motivation - negative.

6. The emergence of a formal attitude to learning, in the case of considerable attention to the requirements of the teacher, and not to the cognitive needs of students.

7. Failure to take into account the fact of development of the motivational sphere of students, in particular, changes in their needs, interests, dominant motives that are important for the learning process. To confirm this premise of reducing the learning motivation, we present the results of a study published by M. Matyukhina in 1985. The research was aimed at identifying the dominant motives and needs at the beginning of students' learning in 1st grade and after graduation in 3rd grade [18]. We summarize the results of M. Matyukhina's research in Table 1.

Table 1: Changing the dominant motives and needs of students at the beginning of school and at the end of the 3rd grade (developed based on the results of a study by M. Matyuhina; 1985)

The first days of study in 1st grade	Place of motive	The last days of study in the 3rd grade	Place of motive	Changing the place of motives 
Needs of the motive of well-being				
the need to get a good grade (without realizing the connection between the grade and own level of knowledge)	I	the need to get a good grade	IV	
Needs of a motive for duty to the teacher				
the need to quickly and accurately meet the requirements of the teacher	II	the need to fulfill the requirements of the teacher	V	
Needs of the motive of self-determination				
the need to trust adults that knowledge is necessary for the future	III	the need for knowledge that is necessary for the future	II	
Needs of the motive of self-improvement				
the need to be like dad (mom, family)	IV	the need to achieve development	I	
Needs of the motive for avoiding failure				
the need not to get a bad grade	V	the need not to worsen relationships with others	III	

4 Discussion

In 2021, we conducted an experiment to find out the dominant motives and needs of 3rd graders. We summarized the data of the experimental work in the third column of Table 2. In the first and second columns of the table, we added the data obtained by

scientists in 1985 and 2008 as a result of studying the motives and needs of 3rd grade students. As a result of comparing the data in Table 2, we formulated the following conclusion: due to the development of society, the needs of students are changing. Some of them are transformed into new ones (such as the needs of the motive of well-being), some of the needs fade away (these are the needs of the motive of duty to the teacher, the needs of the motive of self-determination, the needs of the motive of self-improvement, the needs of the motive of avoiding failure). Some of the needs arise as new (these are the needs of the motive of self-realization; the needs of cognitive motives aimed at themselves and the needs of cognitive motives aimed at the social and natural worlds).

Table 2: Motivations of 3rd grade students in the context of dominant motives with variable composition of needs, for the 20th and 21st centuries (Matyuhina, 1985; Kyrlyenko, 2008; our research, 2021)

1985	2008	2021
Needs of the motive of well-being		
the need to get a good grade	the need for good grades; the need to be the best, favorite student	the need for physical activity; the need to experience emotions
Needs of a motive for duty to the teacher		
the need to fulfill the requirements of the teacher	the need to exactly comply with the requirements of the teacher; the need to come to school with completed tasks	-
Needs of the motive of self-determination		
the need for knowledge that is necessary for the future	the need to successfully master new knowledge and skills	-
Needs of the motive of self-improvement		
the need to achieve development	-	-
Needs of the motive for avoiding failure		
the need not to worsen relationships with others	the need for praise and control of the teacher	-
Needs of social motives		
-	the need for constant communication with the teacher, friends, students	-
Needs of the motive of self-realization		
-	-	the need for active mental activity; the need for mental action
Needs of self-directed cognitive motives		
-	-	the need to train memory, thinking, imagination
Needs of cognitive motives aimed at the social and natural worlds		
-	-	the need to understand the phenomena of the surrounding world; the need to interact with the natural world; the need for direct communication with the social world

Based on the analysis of the results of this study, we formulated the following prerequisite for reducing learning motivation:

Different needs determine the activity of students who study in the same class, but in different years of the twentieth and twenty-first centuries. Failure to take into account the fact of the influence of society's development on changing the content of students' needs leads to a decrease in learning motivation.

Also in 2021, we conducted an experiment to identify the dominant cognitive (general / special) and social needs that lead to the formation of a lasting cognitive interest in ICT in students in grades 1-6. The results of the experiment are summarized in Table 3.

Table 3: Dominant cognitive (general/special) and social needs as a basis for the formation of a lasting cognitive interest in ICT in students 1-6 grades

class	Dominant needs					
	cognitive general	%	cognitive special	%	social	%
1	the need to view vivid information on electronic media and networks	100	the need to study the computer as a device (how it works, what can be done)	4	the need to communicate via the Internet	37
2	the need to view interesting information on electronic media and networks	100	the need to learn to use a computer	7	the need to communicate via the Internet	54
3	the need to find the necessary information using the Internet	100	the need to learn to use a computer; the need to learn basic programming	7	the need to communicate via the Internet	89
4	the need to quickly find the necessary information using the Internet	100	the need to improve computer skills; the need to learn basic programming	8	the need to communicate via the Internet according to interests	97
5	the need to quickly and accurately search for the necessary information using the Internet	100	the need to improve computer skills; the need to learn basic programming	8	the need to communicate via the Internet in online communities	100
6	the need to quickly and accurately search for the necessary information using the Internet	100	the need to master various computer programs / technologies for self-realization; the need for programming training	10	the need to communicate via the Internet in online communities; the need to create your own web page	12

A comparison of the data obtained by us in 2021 (Table 3) with the work of V. Onyshchuk (1973) [24], who in 1973 found that 58% of students in grades 7-8 showed a strong cognitive interest in learning certain subjects and in self-acquisition of knowledge, allows formulating the following conclusion:

Decreased learning motivation in modern conditions may be caused by not taking into account the early formation of a lasting cognitive interest in: a) activities carried out using a computer (for 100% of students who started learning in 1st grade); b) knowledge of the computer as a modern device (for 4% of students); c) communication via the Internet (for 37% of students). Based on the analysis of the results of this study, we formulated the following prerequisite for reducing learning motivation:

Failure to take into account the fact of early formation of sustainable cognitive interest in children who started school. In particular, 100% of children have a strong cognitive interest in information on electronic media and networks, 37% of children – to communicate via the Internet, 4% of children – to learn about computers as a device.

We have established the following prerequisites for reducing learning motivation:

1. Failure to take into account during training changes in the content of needs caused by the development of society. It is

established that the needs that were recorded by scientists in 1985 and 2008, according to a study we conducted in 2021, have changed. The needs that formed the basis of the motive of well-being were transformed into new needs. The needs of the motive of duty to the teacher, the needs of the motive of self-determination, the needs of the motive of self-improvement, the needs of the motive of avoiding trouble have disappeared. New needs have emerged instead. These are the needs of the motive of self-realization, the needs of self-directed cognitive motives, and the needs of cognitive motives aimed at the social and natural worlds.

2. Failure to take into account during distance learning the early formation of a stable cognitive interest in activities that are carried out using a computer (for 100% of students in grades 1-6). Formation of a stable cognitive interest in communication via the Internet (37% of 1st grade students, 54% of 2nd grade students, 89% of 3rd grade students, 97% of 4th grade students, 100% of 5th grade students). As well as the formation of a lasting cognitive interest in the study of computers as a modern device (4% of students in 1st grade, 7% of students in grades 2-3, 8% of students in grades 4-5; 10% of students in 6th grade).

4 Conclusion

Decreased learning motivation as a scientific problem has been studied by scientists in the twentieth century and continues to be studied in the twenty-first century. Comparison of scientific data obtained over the past 50 years allows:

1. To reveal the essence of the problem.

Learning motivation is a set of motives that cause human activity aimed at mastering the knowledge, skills, methods of action and the formation of experience in organizing educational activities. These are motivating factors or (and) purposeful actions of others that cause activity in learning and direct it in the right direction.

Decreased learning motivation is a process of extinction of motives that cause human activity aimed at mastering the knowledge, skills, methods of action and the formation of experience in organizing educational activities.

2. To determine the prerequisites for reducing the motivation to learn with an emphasis on the functioning of the motivational sphere of primary school students.

The motivational sphere of personality is a complex, important, and dynamic formation, the components of which (needs, motives, interests, goals, behavioral patterns, etc.) motivate, guide, and organize human behavior as a subject of life and learning.

Based on the analysis of scientific works, the following prerequisites for reducing learning motivation have been identified:

- The teacher during the formation of educational activities of students who began to study at school, does not take into account (or partially takes into account) psychophysiological features of the motivational sphere of this category of students (insufficient effectiveness of motives, instability of motives, partial awareness of motives, poor generalization of motives).
- During the teaching of students in primary school, the teacher does not form in students an interest in overcoming difficulties in educational work.
- The teacher supports the dominance of students' needs for learning outcomes, which correlates with knowledge, and does not cause the need to master the ways of educational activities.
- The teacher organizes the learning activities of students with insufficient or excessive mental load.
- The teacher shifts the emphasis from the cognitive needs of students to compliance with the requirements during the

implementation of educational activities, which in turn leads to a formal attitude to learning.

- The teacher does not take into account the fact of development of the motivational sphere of students, in particular, changes in their needs, interests, dominant motives that are important for the learning process.
- The teacher organizes educational activities without emphasis on preventing fatigue (does not activate students' cognitive interest in educational material or activity, involves students in monotonous work, does not ensure that students are aware of the importance of actions to be performed).
- The teacher organizes educational activities without taking into account the process of forming in students of 7-8 classes of stable cognitive interest in the study of individual subjects and in self-acquisition of knowledge.

Based on experimental work, we have identified the following prerequisites for enhancing learning motivation:

- The teacher must take into account the fact of the influence development of society on changing the content of the needs of students he teaches.
- In the process of organizing distance learning, the teacher must take into account the fact of early formation of a stable cognitive interest in activities that are carried out using a computer (100% of students of 1-6 grades). Formation of a stable cognitive interest in communication via the Internet (37% of 1st grade students, 54% of 2nd grade students, 89% of 3rd grade students, 97% of 4th grade students, 100% of 5th grade students), as well as the formation of a lasting cognitive interest in the study of computers as a modern device (4% of students in 1st grade, 7% of students in grades 2-3, 8% of students in grades 4-5; 10% of students in 6th grade).

If to ignore the process of reducing students' learning motivation, other processes begin to run. It implies the following:

1. The student redirects cognitive interests from the field of study to other areas.
2. The process of forming a negative attitude of three types. The first type – the student begins to have a negative attitude to certain activities. The second type – the student has a negative attitude to the performance of certain activities and the study of certain subjects. The third type – the student begins to have a negative attitude to the performance of certain activities, the study of certain subjects and learning in general.

If there is a process of reducing learning motivation, the teacher should conduct an in-depth analysis of their own pedagogical activities in order to identify the prerequisites for reducing learning motivation, make appropriate adjustments to their work and explore changes that occur.

Limitations of the presented research are the small sample size, simplified research planning and a simple process of processing the results. This approach to the study is explained by the purpose of its conduct, summarizing scientific data on the prerequisites for reducing learning motivation as a process actively studied by scientists in the twentieth and twenty-first centuries, to experimentally prove the changing needs of learning motivation depending on social development, and the presence of early formation of a stable cognitive interest in activities that are relevant in the new social environment. Further research in this area is appropriate and relevant.

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Primary Paper Section: A

Secondary Paper Section: AM