

The issue of journal contains:

Proceedings of the XI Correspondence
International Scientific and Practical Conference

AN INTEGRATED APPROACH TO SCIENCE MODERNIZATION: METHODS, MODELS AND MULTIDISCIPLINARITY

held on April 3rd, 2026 by

NGO European Scientific Platform (Vinnytsia, Ukraine)
LLC International Centre Corporative Management (Vienna, Austria)

Nº65
APRIL, 2026

ISSN 2710-3056



INTERNATIONAL SCIENTIFIC JOURNAL

GRAIL OF SCIENCE

№ **65** (April 2026)

with the proceedings of the:
XI Correspondence International
Scientific and Practical Conference

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МІЖНАРОДНИЙ НАУКОВИЙ ЖУРНАЛ

ГРААЛЬ НАУКИ

№ **65** (квітень, 2026)

за матеріалами:
XI Міжнародної науково-
практичної конференції

**AN INTEGRATED APPROACH TO
SCIENCE MODERNIZATION:
METHODS, MODELS AND
MULTIDISCIPLINARITY**

що проводилася 03.04.2026

ГО «Європейська наукова
платформа» (Вінниця, Україна)
ТОВ «International Centre Corporative
Management» (Відень, Австрія)



Видання розраховане на науковців, викладачів, аспірантів, студентів, усіх, хто прагне отримати ґрунтовні знання теоретичного і прикладного характеру.

Рекомендовано до видання Вченою Радою Наукової установи «Інститут науково-технічної інтеграції та співпраці». Протокол № 12 від 02.04.2026.

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Наказом МОН України № 582 від 24.04.2024 виданню «Грааль науки» присвоєно Категорію Б фахових видань України з питань економіки (051 «Економіка»).

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Конференція зареєстрована УкрІНТЕІ (Посвідчення № 79 від 26.01.2026) та сертифікована Euro Science Certification Group (Сертифікат № 23272 від 04.03.2026).

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DOI 10.36074/grail-of-science.03.04.2026

GRAIL OF SCIENCE : inter. scientific journal. – Vinnytsia : NGO «European Scientific Platform»; SI «Institute of Scientific and Technical Integration and Cooperation», 2026. – No 65. – 878 p.

The publication is intended for scientists, teachers, graduate students, students, all those who seek to obtain thorough knowledge of a theoretical and applied nature.

Recommended for publication by the Academic Council of the Institute of Scientific and Technical Integration and Cooperation. Protocol № 12 from April 2, 2026.

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The journal «Grail of Science» is an officially registered in Ukraine multidisciplinary and internationally disseminated scientific edition that supports the policy of open access for scientific publications. **Media identifier R30-02704** (decision № 430 dated 22.02.2024 of the National Council of Ukraine on Television and Radio Broadcasting).

By order of the Ministry of Education and Culture of Ukraine № 582 of April 24, 2024, the journal «Grail of Science» was assigned Category B of specialized publications of Ukraine on economics (051 «Economics»).

The journal «Grail of Science» is indexed in international reference and scientometric databases:

Index Copernicus Journals Master List; «Наукова періодика України» (Національна бібліотека України імені В.І. Вернадського НАН України); Національний репозитарій академічних текстів; Google Scholar; WorldCat; Open Ukrainian Citation Index; CrossRef; Mendeley; Scite; Semantic Scholar; Scilit; OpenAIRE, PubPeer.

The conference is approved by UKRISTEI (Certificate № 79 dated January 26th, 2026) and certified by Euro Science Certification Group (Certificate № 23272 dated March 4th, 2026).

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РОЗДІЛ ХІХ. ФІЛОЛОГІЯ ТА ЖУРНАЛІСТИКА

СТАТТІ

- THE FATE OF THE ORDINARY PERSON IN A TOTALITARIAN STATE (BASED ON A NOVEL BY THE GEORGIAN WRITER GODERDZI CHOKHELI)
Giorgi Khorbaladze 692
- ВЗАЄМОЗВ'ЯЗОК ПРОБЛЕМНОГО НАВЧАННЯ І РОЗВИТКУ КРИТИЧНОГО МИСЛЕННЯ УЧНІВ 8 КЛАСУ НА УРОЦІ УКРАЇНСЬКОЇ МОВИ
Мельник Л.Б., Макар С.Ю. 696
- «ШАЛЕНСТВО КОЛЬОРІВ» ЯК ХУДОЖНІЙ ПРИНЦИП ОПОВІДАННЯ «В ДОРОЗІ» МИХАЙЛА КОЦЮБІНСЬКОГО
Савенок М.В. 702

РОЗДІЛ ХХ. ФІЛОСОФІЯ ТА ПОЛІТОЛОГІЯ

СТАТТІ

- ОСОБЛИВОСТІ ТЛУМАЧЕННЯ НАУКОВОГО ЗНАННЯ І МИСЛЕННЯ У ПОЗИТИВІЗМІ Е. МАХА ТА Р. АВЕНАРИУСА
Чекаль Л.А., Додонова В.І., Майданюк І.З. 708

РОЗДІЛ ХХІ. ПЕДАГОГІКА ТА ОСВІТА

СТАТТІ

- FOSTERING POSITIVE MOTIVATION FOR LEARNING ACADEMIC AND PROFESSIONAL COMMUNICATION AMONG COLLEGE STUDENTS THROUGH GAME-BASED TECHNOLOGIES
Maksymova I. 714
- АКТУАЛЬНІ ПРОБЛЕМИ ВИЩОЇ ОСВІТИ УКРАЇНИ В УМОВАХ ДИСТАНЦІЙНОГО ТА ЗМІШАНОГО НАВЧАННЯ
Люлько М.Є. 728
- ІННОВАЦІЙНІ ТЕХНОЛОГІЇ ФОРМУВАННЯ ЛІДЕРСЬКОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ВИХОВАТЕЛІВ У ФАХОВІЙ ПІДГОТОВЦІ
Зажарська Г.П. 736
- ОСОБИСТІСНО ОРІЄНТОВАНА ОСВІТА ЯК ЗАСІБ ГУМАНІЗАЦІЇ ПЕДАГОГІЧНОЇ ДІЯЛЬНОСТІ: СИНЕРГЕТИЧНИЙ ПІДХІД
Наконечна Т.В. 742



THE INTERCONNECTION BETWEEN PROBLEM-BASED LEARNING AND THE DEVELOPMENT OF CRITICAL THINKING OF 8TH GRADE STUDENTS IN THE UKRAINIAN LANGUAGE LESSON Melnyk L., Makar S.	696
“MADNESS OF COLORS” AS AN ARTISTIC PRINCIPLE OF THE STORY “ON THE ROAD” BY MYKHAYL KOTSIUBYNSKY Savenok M.	702

SECTION XX. PHILOSOPHY AND POLITICAL SCIENCE

ARTICLES

FEATURES OF THE INTERPRETATION OF SCIENTIFIC KNOWLEDGE AND THOUGHT IN THE POSITIVISM OF E. MACH AND R. AVENARIUS Chekal L., Dodonova V., Maidanyuk I.	708
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SECTION XXI. PEDAGOGY AND EDUCATION

ARTICLES

FOSTERING POSITIVE MOTIVATION FOR LEARNING ACADEMIC AND PROFESSIONAL COMMUNICATION AMONG COLLEGE STUDENTS THROUGH GAME-BASED TECHNOLOGIES Maksymova I.	714
CURRENT CHALLENGES OF HIGHER EDUCATION IN UKRAINE UNDER CONDITIONS OF DISTANCE AND BLENDED LEARNING Liulko M.	728
INNOVATIVE TECHNOLOGIES FOR THE FORMATION OF LEADERSHIP COMPETENCE OF FUTURE EDUCATORS IN PROFESSIONAL TRAINING Zazharska H.	736
PERSON-CENTERED EDUCATION AS A MEANS OF HUMANIZING PEDAGOGICAL ACTIVITY: A SYNERGETIC APPROACH Nakonechna T.	742
PSYCHOPHYSICAL WELLNESS OF PRESCHOOLERS THROUGH INTEGRATED MUSICAL AND VISUAL ARTS ACTIVITIES UNDER MODERN CHALLENGES Scientific research group: Koshel A., Koshel V., Bulchak A., Kravchenko D., Burdiuh O.	747
CHEMICAL SAFETY IN INTERNATIONAL CONVENTIONS: EDUCATIONAL ASPECT Karpenko Kh., Tolmachova V.	760

DOI 10.36074/grail-of-science.03.04.2026.081

FOSTERING POSITIVE MOTIVATION FOR LEARNING ACADEMIC AND PROFESSIONAL COMMUNICATION AMONG COLLEGE STUDENTS THROUGH GAME-BASED TECHNOLOGIES

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Summary. *This study examines the development of positive motivation for learning among students in higher education institutions through the use of game-based technologies, emphasizing the educational value of games in the context of professional training. The study addresses growing concerns that traditional teaching methods may not fully engage students or support the development of intrinsic motivation. The article provides the theoretical foundations of the research, offering an in-depth overview of classical and contemporary perspectives on motivation for learning, including the contributions of Vygotsky, Piaget, Bruner, as well as Deci and Ryan. It also explores the various types and functions of game-playing in educational settings, concluding that well-structured game-playing not only stimulates curiosity but also supports emotional, cognitive, and social development. The study reveals a strong correlation between play-based activities and increased levels of engagement, autonomy, and positive attitudes toward learning. However, the analysis also highlights key challenges, such as insufficient training, rigid curricula, and a lack of resources, which limit widespread implementation. The study's findings contribute to the development of student-centered educational practices and offer practical advice for instructors seeking to align motivation theory with teaching strategies.*

Keywords: *curriculum development, educational psychology, empirical research, game-based learning, higher education students, learning motivation, pedagogical innovations, play-based educational technologies, student-centered educational practices, teaching strategies.*

INTRODUCTION

Problem statement. The formation of positive learning motivation in higher education students has become one of the most pressing and practically significant issues in contemporary educational theory and practice. In the conditions of a rapidly changing educational environment and the transformation of pedagogical approaches, the need to find effective methods for motivating college students becomes particularly relevant. Student-centered learning is an effective period for the formation of students' attitude toward learning, which significantly influences future academic performance, self-esteem, cognitive development, and overall personality formation for future professionals. In this regard, the search for

innovative pedagogical tools that correspond to the psychological and developmental characteristics of the students groups becomes a necessary condition for the modernization of the national education system. One of the most promising approaches in this context is the implementation of play-based technologies, which offer student-centered, engaging, and developmentally appropriate learning experiences.

This research aims to contribute to the field of educational sciences by offering theoretical insight and practical recommendations for improving the formation of learning motivation at higher education establishments. This research presents the theoretical foundations of learning motivation and play-based pedagogical approaches. It is hoped that the results will be of value not only to academic researchers but also to practicing educators, school administrators, and curriculum developers.

The novelty of this study lies in its integrative exploration of motivation theory and the practical use of play-based educational technologies, which, despite their growing popularity, remain insufficiently researched and systematized within formal schooling, especially in the context of Ukrainian educational institutions. While much research has been conducted on motivation and its role in educational success, few studies focus specifically on how structured play can serve as a targeted pedagogical tool for sustaining motivation in college students within the framework of formal instruction.

The social significance of this research lies in its capacity to contribute to the enhancement of the educational process, improve students' engagement, and support their emotional and cognitive development. The practical value is reflected in the development of concrete methodological recommendations that teachers can apply in real classroom conditions.

Purpose of the work. The choice of the topic is also driven by the challenges educators face in maintaining students' natural curiosity and intrinsic motivation after transitioning to the structured learning environment of higher-educational school. This transition often leads to a decrease in learning motivation due to the emphasis on performance and outcomes rather than process of learning. Play-based technologies, which include role-play, educational games, storytelling, and game-based learning platforms, allow for the integration of learning content with elements of imagination, social interaction, and emotional involvement. Such integration provides optimal conditions for the development of internal motivation, making the learning process more meaningful and enjoyable for students.

The object of the research is the process of forming learning motivation among college students in educational settings. The subject of the research is the pedagogical conditions and effectiveness of using play-based technologies in forming positive learning motivation in college students.

The purpose of the study is to theoretically substantiate and experimentally verify the effectiveness of play-based technologies in developing positive learning motivation among college students.

To achieve this purpose, the following tasks are formulated: to research the psychological and pedagogical foundations of learning motivation in college students; to generalize and evaluate scientific literature on the role of play-based



technologies in educational processes; to define the pedagogical conditions under which play-based learning contributes to the development of intrinsic motivation. These tasks are logically derived from the research topic and are coordinated with its object, subject, and purpose.

Analysis of research and publications. The methodological and theoretical basis of the research includes a wide range of sources such as pedagogical theories, psychological studies, normative documents, and best practices from Ukrainian and international educational systems. The works of L.S. Vygotsky, Jean Piaget, John Dewey, R. Ryan, E. Deci, and other prominent researchers have provided the theoretical foundation for understanding motivation, student development, and the role of play in learning. Special attention was given to national scholars such as I. Bekh, O. Savchenko, and V. Sukhomlynsky, who emphasized the humanistic and developmental nature of education. The research also relies on educational state standards, textbooks, scientific journals, monographs, reference books, and online resources.

An analysis of the current state of scientific research reveals that learning motivation has been the focus of many psychological and pedagogical investigations. Researchers such as A. Maslow, B. Skinner, and H. Heckhausen have explored the nature of motivation and its stages, while contemporary scholars are increasingly turning their attention to motivation in educational contexts. Despite this, relatively little work has been done to explore the direct relationship between play-based technologies and the development of positive learning motivation in higher education establishments. This gap in the literature provides the rationale for the current study and confirms its relevance.

To ensure a comprehensive analysis, the study employs a combination of theoretical and empirical research methods. Theoretical methods include analysis, synthesis, comparison, induction, deduction, classification, and generalization. These methods were used to process and systematize information from scientific sources, define key concepts, and develop a conceptual framework. This mixed-methods approach ensures both the validity and reliability of the research findings and allows for a nuanced understanding of the pedagogical effectiveness of play-based technologies.

Presentation of the main material.

1. The essence and types of learning motivation.

The formation of learning motivation in college students remains a foundational challenge and opportunity within modern pedagogy. Motivation is regarded not merely as a psychological phenomenon but as an essential prerequisite for educational success, cognitive engagement, and the emotional well-being of learners. Particularly in the early stages of learning at colleges, motivation shapes how student approach for new information, respond to challenges, and sustain interest in educational tasks. It represents a complex interaction of emotional, cognitive, and social factors that evolve in both formal and informal learning settings. This is the aim to explore the essence of learning motivation, its theoretical underpinnings, and its classification, while also evaluating its significance and development during professional skills learning, with a particular focus on the impact and potential of play-based technologies.

The study of learning motivation has undergone considerable theoretical evolution. In early pedagogical thought, motivation was seen primarily as an external force, where behavior was shaped through reinforcement, repetition, and direct instruction. B.F. Skinner's operant conditioning theory emphasized the use of extrinsic rewards and punishments to shape behavior, which greatly influenced mid-20th-century educational practice [1]. However, this behaviorist model was increasingly criticized for its mechanistic view of human learning, and more holistic frameworks began to take precedence.

The shift from extrinsic to intrinsic conceptualizations of motivation gained traction with the rise of humanistic psychology. Abraham Maslow's theory of the hierarchy of needs argued that humans are innately driven toward self-actualization, and that meaningful learning only occurs when basic psychological needs such as safety, belonging, and esteem are satisfied [2]. This formed the basis for Edward Deci and Richard Ryan's self-determination theory, which is now one of the most widely accepted frameworks in motivation studies. According to this theory, intrinsic motivation emerges when learners experience autonomy, competence, and relatedness—conditions that are often absent in rigid or overly structured school environments [3].

The relevance of this theoretical background becomes particularly evident when focusing on higher-school students. This developmental period is marked by significant transitions: students begin formal schooling, become subject to academic evaluation, and are exposed to peer comparison and normative expectations. Their learning motivation is especially sensitive to the social and emotional climate of the classroom. Unlike upper-grade students, their motivation is less likely to be rooted in long-term goals and more dependent on immediate interest, teacher approval, and the affective tone of learning activities. Hence, educators must adopt strategies that not only transmit knowledge but also foster a warm, inclusive, and stimulating learning environment.

Numerous scholars have attempted to define the construct of learning motivation, each bringing a unique lens shaped by theoretical orientation and research context. These definitions differ in focus—from internal psychological needs to external behavioral outcomes—but they collectively recognize motivation as a dynamic and goal-directed system. Table 1 presents a comparative synthesis of key definitions and their conceptual emphases.

Table 1

Definitions of Learning Motivation

Author/Source	Definition of Learning Motivation	Notable Focus
Deci & Ryan [3]	The intrinsic desire to engage in learning for its own sake, driven by autonomy, competence, and relatedness	Psychological needs
Vygotsky [6]	Motivation arises through internalization of social interactions and the mediated activity of learning	Sociocultural factors
Leontiev [7]	Learning motivation is a goal-oriented activity based on needs and the assimilation of meaning	Activity theory
Boekaerts [8]	A self-regulatory system of goals and beliefs guiding cognitive engagement	Goal-setting and self-concept



From the table, it is evident that motivational theory has moved beyond a singular focus on outcomes or performance and now incorporates a more nuanced view that includes emotional regulation, social participation, and the learner’s own goals and beliefs. These insights are crucial in developing age-appropriate motivational strategies, especially for students who are beginning to form their identities as learners.

Motivation is often categorized into intrinsic and extrinsic types. Intrinsic motivation refers to engaging in learning for the inherent joy and satisfaction it provides, while extrinsic motivation is driven by the desire to obtain rewards or avoid punishment [9]. Although this binary classification has pedagogical utility, contemporary scholars argue for a continuum model, where motivational forms range from completely external to fully internalized. For instance, Deci and Ryan describe “introjected” motivation—a transitional form where external values are partially internalized but still driven by the desire for approval or avoidance of guilt [3]. This framework is especially relevant for students who may still rely heavily on external validation but are capable of progressing toward self-regulated learning.

Research also indicates that student’s learning motivation is highly contextual. It is shaped not only by individual personality traits but also by classroom structure, teacher behavior, peer relationships, and the broader school culture. Studies by Anderman and Midgley show that task-focused, mastery-oriented classrooms promote higher levels of motivation compared to performance-oriented ones that emphasize grades and competition [10]. These findings align with constructivist theories proposed by Jean Piaget and Jerome Bruner, which advocate for active learning and cognitive scaffolding to support both motivation and knowledge construction [12].

Play emerges as a natural and powerful medium for students’ motivation. Rooted in developmental psychology, play is seen as a mode of self-expression, experimentation, and mastery. It allows students to rehearse the roles, practice problem-solving, and regulate emotions. When integrated into academic instruction - such as through educational games, role-play, or storytelling-play becomes an effective tool for enhancing intrinsic motivation. Empirical studies confirm that play-based learning can lead to deeper engagement, better retention, and more positive attitudes toward learning and acquiring of professional skills [13].

The pedagogical literature is increasingly emphasizing the role of play-based technologies in the formation of learning motivation. These technologies can include structured physical games, digital learning applications, gamified curricula, and simulation-based activities. Their common characteristic is the embedding of academic content within playful scenarios that require active decision-making, collaboration, and problem-solving. The following table presents expert views on how such approaches contribute to motivational development.

Table 2

Expert Views on Play-Based Learning

Scholar	View on Play-Based Learning and Motivation	Implications
Hirsh-Pasek & Golinkoff [15]	Play is a natural mechanism for developing cognitive and motivational capacities in students	Advocates for curricular integration

Continuation of table 2

Scholar	View on Play-Based Learning and Motivation	Implications
Miller & Almon [16]	Students learn best through guided play that links academic content with purposeful activity	Supports structured play environments
Fisher et al. [17]	Play enhances executive function and motivation through imaginative engagement	Emphasizes role of autonomy and creativity

Despite these benefits, challenges remain in implementing play-based methods in formal education. Many colleges still prioritize standardized testing, fixed curricula, and traditional didactic instruction, leaving little room for experiential or play-centered activities. Furthermore, there is often a lack of teacher training and institutional support for integrating play-based approaches in a meaningful and developmentally informed way. This underscores the need for further research and systemic reforms to align instructional practices with motivational theory.

In conclusion, the essence of learning motivation in college students is multifaceted, influenced by psychological needs, social interactions, classroom climate, and the design of educational activities. Contemporary pedagogical theories emphasize the importance of fostering autonomy, competence, and relatedness as key drivers of intrinsic motivation. Within this framework, play-based technologies offer a developmentally appropriate and highly effective means of engaging higher-education learners. By integrating academic content with playful experiences, educators can create motivational conditions that support not only knowledge and skills acquisition but also personal growth, creativity, and lifelong curiosity.

2. Models, Tools, and Strategies of Play-Based Technologies for Motivation Formation in Modern Higher Education. This section of research explores the psychological and pedagogical prerequisites that further shape the development of motivation in higher education.

Modern educational systems increasingly recognize the need for learner-centered approaches that promote sustainable and intrinsic motivation in students, particularly at the first-grade level. The traditional model of education—based on repetition, memorization, and performance-driven evaluation—has proven insufficient in engaging the emotional and cognitive faculties of college students. As a result, pedagogical research has turned toward play-based technologies as a fundamental means of fostering motivation. These strategies are informed by a range of theoretical models and international practices that integrate academic goals with learner’s psychology and developmental needs. This section explores the conceptual foundations, practical instruments, and global applications of play-based technologies for motivation formation, providing a comprehensive review of modern strategies aimed at optimizing student’s learning engagement.

The foundation of motivational play-based learning is deeply rooted in multiple theoretical frameworks that guide how educators structure the classroom environment and design instructional materials. Among the most influential is the Self-Determination Theory (SDT), which proposes that autonomy, competence, and relatedness are essential for fostering intrinsic motivation. When learners feel that



they have control over their actions, experience success in tasks, and feel socially connected, they are more likely to participate willingly in learning activities and sustain attention over time [18].

Complementing SDT is Vygotsky's sociocultural theory, particularly his concept of the Zone of Proximal Development (ZPD). This model asserts that students learn most effectively when they are supported through tasks that slightly exceed their current capabilities, facilitated by guidance of the teacher or peer collaboration. The ZPD emphasizes the social nature of learning, which aligns closely with the interactive nature of play [19]. Furthermore, Bruner's constructivist theory views learning as an active process, in which students build knowledge through exploration and problem-solving—conditions that play inherently provides [20]. Gardner's Multiple Intelligences Theory also supports this direction, positing that students learn in diverse ways, including through musical, spatial, bodily-kinesthetic, and interpersonal modalities. Play-based methods naturally accommodate such diversity by offering multi-sensory and collaborative experiences [21].

These theories are not mutually exclusive but intersect and complement one another in constructing robust frameworks for motivating learners. Table 3 presents a synthesis of key models and their practical implications for motivational instruction.

Table 3

Theoretical Models Supporting Motivation

Model/Framework	Core Concept	Implications for Motivation
Self-Determination Theory (Deci & Ryan)	Motivation thrives when autonomy, competence, and relatedness are satisfied	Design tasks that promote choice and self-initiation
Zone of Proximal Development (Vygotsky)	Learning occurs best in the space between what a student can do alone and with help	Scaffold instruction to support emerging skills
Constructivist Learning Theory (Bruner)	Students learn by constructing new knowledge through active exploration	Use inquiry-based, hands-on tasks to build engagement
Multiple Intelligences Theory (Gardner)	Students have different kinds of intelligences that affect how they learn best	Personalize activities to suit learners' strengths

The integration of these models in practice requires the application of specific tools and techniques that align with students' developmental profiles. Effective play-based strategies range from traditional games and storytelling to digital platforms and structured role-plays. Interactive whiteboards, simulation-based games, augmented reality (AR) tools, and task-based mobile apps provide flexible environments where learners can experiment, receive feedback, and adjust their behavior accordingly. The use of these tools has been shown to positively influence student engagement, motivation, and academic outcomes when properly guided by pedagogical intent [22].

However, the effectiveness of such technologies is not automatic. The context in which play is introduced matters significantly. Play must be purposeful, guided, and aligned with curricular goals to yield cognitive and motivational benefits. Free

play without objectives may result in enjoyment but not necessarily in knowledge acquisition or skill development. Conversely, overly structured tasks may resemble traditional instruction and fail to activate the affective domain. Therefore, successful play-based approaches strike a balance—offering a sense of freedom and discovery while ensuring alignment with learning targets [23].

An effective motivational strategy through play also depends on how social interaction is facilitated. Peer collaboration, group problem-solving, and shared responsibility in gameplay enhance relatedness, which is critical for sustaining engagement. The social constructivist view holds that knowledge is co-constructed through dialogue, and this becomes particularly evident in game-based learning environments where cooperation and negotiation are often required to complete challenges [24].

Several internationally recognized education systems exemplify how motivational strategies grounded in play can be systematized within national curricula. Finland offers a notable example, where first-grade education focuses on well-being, emotional development, and exploratory learning. Formal academic assessments are delayed until professional education, and learning is heavily integrated with play, leading to high levels of motivation and low anxiety among students [25]. In Singapore, a balance is struck between academic rigor and pedagogical innovation. Schools promote differentiated instruction and inquiry-based methods supported by government-led initiatives that encourage teachers to use playful, thematic teaching strategies [26].

Canada's education system incorporates inclusive and inquiry-based classrooms that prioritize emotional safety and personalized learning paths. Teachers often use play to explore social communicative themes, scientific inquiry, or mathematical reasoning. Similarly, Japan emphasizes collaborative learning and integrates games, music, and physical movement into academic tasks, particularly in the early grades of education [27].

The success of these models is not merely anecdotal; they are supported by empirical evidence, including student motivation indices, well-being assessments, and international benchmarking tests. Table 4 summarizes motivational strategies in education across selected countries and their outcomes.

Table 4

International Play-Based Motivation Strategies

Country	Key Features of Motivational Practice	Effectiveness Indicators
Finland	Emphasis on holistic development and student well-being; minimal testing	High student satisfaction and academic equity
Singapore	Mastery learning and differentiated instruction; teacher-led innovation	Consistently top international test performance
Canada	Inclusive classrooms with inquiry-driven learning; emphasis on emotional support	Strong student engagement and well-being scores
Japan	Collaborative culture; integration of play with academic tasks	Low stress, high performance in literacy and numeracy

These practices demonstrate that motivational strategies succeed when embedded in supportive institutional cultures, backed by training, and designed with

learners' psychological needs in mind. Importantly, these models do not view play and learning as separate. Rather, play is treated as a core component of the educational process—equally important as textbooks or standardized assessments.

Nevertheless, challenges remain in many countries, including Ukraine, where legacy instructional systems still rely heavily on memorization, textbook-based learning, and teacher authority. While curricular reforms emphasize the importance of active learning, the integration of play into classrooms is still often ad hoc or confined to extracurricular activities. Furthermore, teachers may lack the training or confidence to implement play-based strategies that align with formal learning outcomes [28].

Professional development programs are crucial in this regard. Teachers need not only theoretical understanding but also practical skills in designing, managing, and evaluating play-based tasks. Workshops, co-teaching sessions, and digital resource hubs can serve as platforms for upskilling educators in this domain. Moreover, the development of localized play-based teaching materials, informed by cultural relevance and linguistic appropriateness, can facilitate smoother implementation in diverse classrooms.

Technological advancement adds another layer of potential. Digital gamification platforms offer customizable interfaces where learning content is embedded in interactive missions, simulations, or stories. Tools such as Prodigy, Classcraft, and Minecraft Education Edition have been employed globally to teach mathematics, history, language arts, and even social-emotional learning through immersive experiences. However, access to infrastructure and teacher readiness remain limiting factors in less-resourced environments [29].

Ultimately, motivational strategies based on play do not promise instant results but contribute to long-term educational resilience. Students who associate learning with enjoyment, challenge, and social engagement are more likely to develop the dispositions necessary for lifelong learning. These include perseverance, adaptability, curiosity, and the ability to collaborate—skills that are increasingly valued in a dynamic, knowledge-based economy.

The formation of learning motivation through play-based technologies rests on solid theoretical foundations and is validated by international best practices. The success of these strategies hinges not only on the selection of appropriate tools but also on the pedagogical design, teacher competence, and systemic support. A thoughtful integration of play into academic curricula has the potential to transform classrooms into vibrant spaces where motivation flourishes, and learning becomes a joyful, self-directed, and socially meaningful process.

Conclusions and suggestions.

Theoretical approaches to using play-based technologies in motivational development.

In the modern landscape of global education, there has been a pronounced shift toward embracing student-centered, interactive, and emotionally supportive learning environments. Central to this shift is the growing recognition of motivation as a critical factor influencing academic success, social development, and lifelong learning habits. Among the numerous methods explored to enhance student engagement, play-based technologies have emerged as a leading innovation,

particularly effective for college students. In this context, examining international approaches and best practices offers valuable insight into how play can be effectively integrated into educational systems to support the development of internal motivation.

Around the world, countries have implemented diverse strategies to align play with academic goals, viewing it not as a distraction but as a structured, intentional, and developmentally appropriate pedagogical tool. These approaches differ in form, but they share core characteristics: the prioritization of student agency, the blending of academic content with play experiences, and the creation of emotionally secure environments where students feel empowered to explore and take learning risks. Through purposeful design, play is harnessed to support curiosity, collaboration, and cognitive challenge—factors that are essential for intrinsic motivation.

A central trend among leading educational systems is the integration of play into college education curricula through cross-disciplinary activities. In these models, learning through play is embedded in the school day, interwoven with core subjects such as language, mathematics, science, social and professional studies. Play becomes a medium for delivering complex concepts through real-world simulations, storytelling, project-based learning, and cooperative games. Importantly, these tasks are not left open-ended without structure; rather, they are guided by clear learning outcomes, formative feedback, and opportunities for reflection and self-assessment.

One significant benefit of international practice is the alignment of play with social-emotional learning objectives. In classrooms where play is a daily feature, students are given space to work in groups, negotiate roles, share resources, and resolve conflicts. These interactions build interpersonal skills and emotional intelligence, both of which are directly linked to sustained motivation. When students feel connected to peers and teachers, and when they are encouraged to express feelings and opinions, their engagement in learning tasks naturally increases. This reinforces their sense of competence and belonging which are two critical drivers of motivation.

Another important element in global best practices is the professionalization of play-based instruction. In effective systems, teachers are trained not just to supervise play but to actively design, facilitate, and evaluate play experiences that support learning objectives. They are equipped with strategies to observe students' behavior, recognize moments of engagement or disengagement, and adjust activities to meet developmental needs. Rather than treating play as a break from "real learning," educators in these settings view it as a powerful instructional method that fosters both academic and personal growth. Their role is dynamic: they guide inquiry, scaffold challenges, and encourage metacognitive thinking, all within a play-based context.

Furthermore, successful international approaches reflect a broader cultural acceptance of play as an educational tool. In these environments, administrators, and policymakers understand that play is not a waste of time but an essential part of developing well-rounded, motivated learners. This cultural shift is often supported by national education frameworks, which include play in their standards and allocate time and resources to its implementation. The result is a cohesive system where play is integrated into college design, teacher training, curriculum development, and classroom practice.



Technological innovation has also expanded the possibilities for play-based learning. Around the world, schools are adopting digital tools that incorporate game mechanics—such as leveling, feedback, narrative, and social interaction—into learning platforms. These tools allow for individualized learning pathways, immediate response to actions, and immersive environments where students can take intellectual risks in a low-pressure setting. When used appropriately, educational technologies enhance motivation by providing novelty, interactivity, and a sense of accomplishment. However, their effectiveness depends on thoughtful integration and a balance between screen-based and physical, face-to-face activities.

Equity and inclusion are also important considerations in the international use of play-based motivational strategies. In well-designed systems, play is used to bridge learning gaps by meeting students where they are - academically, socially, and emotionally. It allows students with diverse abilities and backgrounds to access content through varied modes of expression. Multisensory activities, differentiated tasks, and culturally relevant games help ensure that all students, regardless of language, skill level, or life experience, are engaged and motivated to learn.

The involvement of students from other colleges is another noteworthy trend. Many international models involve students of different specialties in play-based learning by offering resources, holding interactive events, and encouraging the continuation of playful learning. These initiatives help align students of different environments, reinforcing motivation across contexts. When students see the educational value of play, they are more likely to support teachers' efforts and engage in practices that sustain students' interest in learning outside of school hours.

Despite the differences in policy and practice, what unites these international examples is the conviction that motivation must be nurtured, not demanded. Students are naturally curious, but their motivation to learn can be either cultivated or eroded by the educational experiences they encounter. Play, when well-structured and meaningfully embedded into instruction, becomes a tool that protects and amplifies this natural drive. It encourages students to ask questions, take initiative, and persist in the face of difficulty - qualities that are essential not just for academic success, but for lifelong learning.

Moreover, these practices illustrate that the benefits of play are not limited. In some countries, play-based approaches extend into later grades and beyond. Through project-based learning, maker spaces, simulations, and collaborative design challenges, older students continue to experience learning as a dynamic and interactive process. This sustained exposure to motivational pedagogy helps prevent the decline in engagement often observed in traditional, test-driven systems as student progress in professional activities.

As Ukrainian education undergoes reform and innovation, examining these international trends offers a roadmap for embedding motivation-focused practices into the college educational process. These examples show that play-based approaches are not experimental or fringe methods but are central to effective, research-informed pedagogy. They demonstrate that motivation is not merely a byproduct of good teaching but a goal that must be deliberately pursued through thoughtful design, inclusive strategies, and the nurturing of students' emotional and cognitive needs.

Section 1 has provided a comprehensive theoretical and practical foundation for understanding the formation of positive learning motivation among students through play-based technologies. In Section 1, the concept of learning motivation was examined in depth, tracing its evolution from extrinsic behaviorist models to intrinsic, humanistic, and constructivist frameworks. Motivation was analyzed as a multidimensional construct involving autonomy, competence, relatedness, and emotional engagement. Critical terms and classifications were presented, emphasizing the distinction between intrinsic and extrinsic motivation and the developmental sensitivity of students to social and environmental influences.

Section 2 extended this analysis by introducing the models, tools, and strategies that shape motivational outcomes in modern educational contexts. Key psychological and pedagogical theories - such as Self-Determination Theory, the Zone of Proximal Development, and Multiple Intelligences - were connected to specific play-based teaching methods. Practical tools including games, storytelling, simulations, and digital platforms were discussed as vehicles for integrating motivation into everyday instruction. The importance of scaffolding, feedback, and social interaction in these tools was highlighted, showing how they support not just academic outcomes but holistic student development.

Section 3 synthesized international experiences, exploring how diverse countries have embedded game-playing into national curricula to support intrinsic motivation. Models from Finland, Singapore, Canada, Japan, and others demonstrated that play can be structured, goal-oriented, and aligned with academic standards while preserving joy and exploration. Attention was given to the roles of teachers, culture, and technology in shaping effective play-based systems. The challenges and opportunities in transferring these insights to other contexts - such as Ukraine - were also discussed.

Together, these three sections establish a theoretical and conceptual framework for the research work. They affirm that motivation is not an accidental outcome but the result of intentional, well-informed educational design. They highlight the value of play-based technologies as both a method and a mindset for cultivating enthusiastic, resilient, and lifelong learners.

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ФОРМУВАННЯ ПОЗИТИВНОЇ МОТИВАЦІЇ ДО НАВЧАННЯ АКАДЕМІЧНОЇ ТА ПРОФЕСІЙНОЇ КОМУНІКАЦІЇ СТУДЕНТІВ ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДІВ ЧЕРЕЗ ІГРОВІ ТЕХНОЛОГІЇ

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Анотація. Ця робота досліджує формування позитивної мотивації до навчання у студентів закладів вищої освіти за допомогою використання ігрових технологій, підкреслюючи освітню цінність гри в умовах професійної підготовки. Дослідження розглядає зростаючу стурбованість тим, що традиційні методи навчання можуть не повністю залучати студентів або не підтримувати розвиток внутрішньої мотивації. Стаття надає теоретичні основи дослідження, що пропонують поглиблений огляд класичних та сучасних поглядів на мотивацію до навчання, включаючи внесок Виготського, Піаже, Брунера, а також Десі та Райана. Тут також досліджуються різні типи та функції гри в освітніх закладах, робиться висновок, що добре структурована гра не лише стимулює допитливість, але й підтримує емоційний, когнітивний та соціальний розвиток. Дослідження виявляє сильну кореляцію між ігровою діяльністю та підвищеним рівнем залученості, автономності та позитивного ставлення до навчання. Однак аналіз також висвітлює ключові проблеми, такі як недостатня підготовка, жорсткі навчальні програми та брак ресурсів, що обмежують широке впровадження. Результати дослідження сприяють на розвиток освітніх практик, орієнтованих на студента, та пропонують практичні поради для викладачів, які прагнуть узгодити теорію мотивації зі стратегіями навчання.

Ключові слова: емпіричні дослідження, ігрове навчання, ігрові технології, освітня психологія, педагогічні інновації, позитивна мотивація навчання, практики, що орієнтовані на студента, розробка навчальних програм, стратегії навчання.

The scientific periodical

GRAIL OF SCIENCE

№ 65 (April 2026)

with the proceedings of the XI Correspondence International Scientific and Practical Conference «An Integrated Approach to Science Modernization: Methods, Models and Multidisciplinarity» held on April 3rd, 2026 by NGO European Scientific Platform (Vinnytsia, Ukraine) and LLC International Centre Corporative Management (Vienna, Austria).

Journal's frequency: monthly

All materials are reviewed. The editorial office did not always agree with the position of authors. Authors are responsible for the accuracy of the material.

Contacts of the editorial offices:

1. 21037, Ukraine, Vinnytsia, Zochykh str. 18, office 81; NGO «European Scientific Platform» **[Owner of the journal]**
Tel.: +38 098 1948380; +38 098 1526044
E-mail: info@ukrlogos.in.ua
Certificate of the subject of the publishing business: ДК № 7172 of 21.10.2020.
2. 24004, Ukraine, Mohyliv-Podilskyi, Nezalezhnosti avenue 301, office 117; SI «Institution of Scientific and Technical Integration and Cooperation» **[Owner of the journal]**
3. 1110, Österreich, Wien, Simmeringer Hauptstraße 24; LLC «International Centre Corporative Management»
E-mail: rachael.a@iccm.org

Signed for publication 03.04.2026.

Format 70×100/16. Offset paper.

Arial & Open Sans typefaces.

Digital printing. Circulation of 100 copies.

Conventionally printed sheets 71,34.

Order № 26/004.

Printed from the finished original layout.

Publisher [printed copies]:

LLC «UKRLOGOS Group».

21037, Ukraine, Vinnytsia, Zochykh str. 18, office 81.

Certificate of the subject of the publishing business: ДК № 7860 of 22.06.2023.

Наукове періодичне видання

ГРААЛЬ НАУКИ

№ 65 (квітень, 2026)

за матеріалами XI Міжнародної науково-практичної конференції «An Integrated Approach to Science Modernization: Methods, Models and Multidisciplinarity», що проводилася 3 квітня 2026 року ГО «Європейська наукова платформа» (Вінниця, Україна) та ТОВ «International Centre Corporative Management» (Відень, Австрія).

Щомісячне видання

Всі матеріали пройшли рецензування. Редакція не завжди поділяє позицію авторів. За точність викладеного матеріалу відповідальність несуть автори.

Контактна інформація редакції:

1. 21037, Україна, м. Вінниця, вул. Зодчих, 18/81; ГО «Європейська наукова платформа» **[власник журналу]**
Тел.: +38 098 1948380; +38 098 1526044
E-mail: info@ukrlogos.in.ua
Свідоцтво суб'єкта видавничої справи: ДК № 7172 від 21.10.2020.
2. 24004 Україна, м. Могилів-Подільський, пр-т. Незалежності, 301/117; НУ «Інститут науково-технічної інтеграції та співпраці» **[власник журналу]**.
3. 1110, Österreich, Wien, Simmeringer Hauptstraße 24; LLC «International Centre Corporative Management»
E-mail: rachael.a@iccm.org

Підписано до друку 03.04.2026.

Формат 70×100/16. Папір офсетний.

Гарнітура Arial & Open Sans.

Цифровий друк. Тираж: 100 примірників.

Умовно-друк. арк. 71,34.

Замовлення № 26/004.

Віддруковано з готового оригінал-макету.

Виготовлювач [друкованої продукції]:

ТОВ «УКРЛОГОС Груп»

21037, Україна, м. Вінниця, вул. Зодчих, 18, офіс 81.

Свідоцтво суб'єкта видавничої справи: ДК № 7860 від 22.06.2023.