

International Economic Institute s.r.o. (Jesenice, Czech Republic)
Central European Education Institute (Bratislava, Slovakia)
National Institute for Economic Research (Batumi, Georgia)
Al-Farabi Kazakh National University (Kazakhstan)
**Institute of Philosophy and Sociology of Azerbaijan National Academy of
Sciences (Baku, Azerbaijan)**
Batumi Navigation Teaching University (Batumi, Georgia)
Regional Academy of Management (Kazakhstan)
**Ukrainian Assembly of Doctors of Sciences in Public Administration (Kyiv,
Ukraine)**
University of New Technologies (Kyiv, Ukraine)
Interstate Consultants Engineers Guild (Kyiv, Ukraine)
Institute of Education of the Republic of Azerbaijan (Baku, Azerbaijan)
European Lyceum "Scientific Perspectives" (Kyiv, Ukraine)
International Consulting company "Sidcon" (Kyiv, Ukraine)

Within the Publishing Group "Scientific Perspectives"

MODERN ASPECTS OF MODERNIZATION OF SCIENCE: STATUS, PROBLEMS, DEVELOPMENT TRENDS

*Materials of the 68th International Scientific and Practical
Conference*

May 7, 2026, Paphos (Cyprus)

Ткаченко І.В. <i>ПРОВІДНІ ВЕКТОРИ НОРМАТИВНО-ПРАВОВОЇ ТРАНСФОРМАЦІЇ СИСТЕМИ ВІЙСЬКОВОЇ ОСВІТИ В УМОВАХ ВИКЛИКІВ 2022–2026 РОКІВ</i>	42
---	----

СЕКЦІЯ 2. ПРАВО

Ненук D.V. <i>IAEA STATUTES: ADOPTION AND MAIN PROVISIONS</i>	44
---	----

Ranchenko M.V. <i>DEVELOPMENT OF THE INSTITUTE OF ADMINISTRATIVE PROCEDURE IN UKRAINE: MODERNIZATION CHALLENGES AND EUROPEAN EXPERIENCE</i>	47
---	----

Жежко Т.О. <i>ЕЛЕКТРОНІЗАЦІЯ ЯК ВАЖЛИВИЙ ІНСТРУМЕНТ ЗАБЕЗПЕЧЕННЯ ПРИНЦИПУ ТРАНСПАРЕНТНОСТІ В ДІЯЛЬНОСТІ ОРГАНІВ МІСЦЕВОГО САМОВДЯДУВАННЯ В УМОВАХ ВОЄННОГО СТАНУ</i>	50
--	----

Костиця О.В., Іванова А.В. <i>СІНГАПУРСЬКА КОНВЕНЦІЯ ПРО МЕДІАЦІЮ ТА ВПРОВАДЖЕННЯ МЕДІАЦІЇ В МОРСЬКОМУ ПРИВАТНОМУ ПРАВІ</i>	54
---	----

Пілюков Ю.О. <i>ЗАХОДИ З ПІДВИЩЕННЯ ЕФЕКТИВНОСТІ РОЗСЛІДУВАННЯ ВОЄННИХ ТА ІНШИХ ЗЛОЧИНІВ ПРОТИ МИРУ, БЕЗПЕКИ ЛЮДСТВА ТА МІЖНАРОДНОГО ПРАВОПОРЯДКУ</i>	58
---	----

Тищенко Д.О. <i>«ЦИФРОВІЗАЦІЯ ОБЛІКУ ТА КОНТРОЛЮ У СФЕРІ ОБІГУ ДОРОГОЦІННИХ МЕТАЛІВ І ДОРОГОЦІННОГО КАМІННЯ ЯК НАПРЯМ УДОСКОНАЛЕННЯ ПУБЛІЧНОГО АДМІНІСТРУВАННЯ»</i>	64
---	----

СЕКЦІЯ 3. ПЕДАГОГІКА, ОСВІТА, ФІЛОСОФІЯ ТА ФІЛОЛОГІЯ

Lichman L.Yu., Kositska O.M., Mykhailenko L.A. <i>FOSTERING FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE AT MEDICAL UNIVERSITIES: CURRENT APPROACHES</i>	67
---	----



Місиура Іє. <i>IMPROVING THE QUALITY OF EDUCATION THROUGH ENHANCING STUDENT MOTIVATION</i>	71
Бурлука О.В. <i>ІНФОРМАЦІНО-КОМУНІКАЦІЙНІ ТЕХНОЛОГІЇ ЯК ЧИННИК АКТУАЛІЗАЦІЇ САМООСВІТИ ОСОБИСТОСТІ</i>	77
Луцюк М.В. <i>МІФОПОЕТИКА ТА МІФОПОЕЗІЯ: ДИФЕРЕНЦІАЦІЯ ПОНЯТЬ У СУЧАСНОМУ ЛІТЕРАТУРОЗНАВСТВІ</i>	80
Регурецька О.В. <i>РОЛЬ МИСТЕЦЬКИХ ПРОЄКТІВ У ЗАБЕЗПЕЧЕННІ ЕМОЦІЙНОГО БЛАГОПОЛУЧЧЯ УЧНІВСЬКОЇ МОЛОДІ</i>	83
Шевченко А.В. <i>ЕМОЦІЙНИЙ ІНТЕЛЕКТ ЛІДЕРА</i>	87

СЕКЦІЯ 4. ПСИХОЛОГІЯ

Гончар І.Г. <i>САМОРЕАБІЛІТАЦІЯ У СИСТЕМІ ЗБЕРЕЖЕННЯ МЕНТАЛЬНОГО ЗДОРОВ'Я</i>	90
---	----

СЕКЦІЯ 5. МЕНЕДЖМЕНТ

Богуш М.В. <i>УПРАВЛІННЯ КОМУНІКАЦІЙНИМИ ПРОЦЕСАМИ В ОРГАНІЗАЦІЇ</i>	93
Кургузенкова Л., Олійник О. <i>ШТУЧНИЙ ІНТЕЛЕКТ У СПОРТИВНОМУ МЕНЕДЖМЕНТІ: ТРАНС- ФОРМАЦІЯ УПРАВЛІНСЬКИХ РІШЕНЬ, АНАЛІТИКИ ТА ВЗАЄМО- ДІЇ З УБОЛІВАЛЬНИКАМИ</i>	96



Misiura Ie.

Candidate of Technical Sciences,
Associate Professor of Department of
Economic and Mathematical Modelling,
*Simon Kuznets Kharkiv National
University of Economics,
Kharkiv, Ukraine*

IMPROVING THE QUALITY OF EDUCATION THROUGH ENHANCING STUDENT MOTIVATION

In the current context of transformation in higher education, accompanied by the introduction of innovative technologies, the digitalization of the educational process, and changing requirements for professional training, the issue of improving the quality of student learning has become particularly pressing.

The period of study at a higher education institution is a key stage in an individual's professional development, during which they prepare for future employment that is expected to become the main source of income and an important means of self-fulfillment for young people.

In this context, students' intrinsic motivation to learn becomes particularly significant as the foundation of their active cognitive engagement. The period of study at a higher education institution is a defining stage in personal development, during which intensive intellectual growth occurs, professional competencies are formed, and core values and life orientations are established. Students are characterized by energy, a drive for self-fulfillment, and a desire to realize their potential. In this regard, an important task for higher education institutions is to create conditions that foster sustained motivation to learn, ensure engagement in the educational process, and stimulate students' initiative and active participation.

In view of this, interest in learning is one of the key factors that stimulate the educational process and contribute to the development of students' cognitive abilities. Consequently, creating effective conditions to motivate students toward cognitive and learning activities emerges as one of the key challenges of modern pedagogy in higher education institutions [1].

In light of this, the role of internal motivational factors becomes particularly significant. Researchers note that students' intrinsic motivation, shaped by their personal goals, interests and aspirations, plays a crucial role in sustaining learning motivation [2].

This is particularly evident in students' academic activities. Students with a strong intrinsic drive for success typically show greater initiative in their studies,



actively engage with learning materials, and are consistently oriented toward self-development. Research indicates that motivation influences aspects of academic performance such as concentration, creative thinking, and problem-solving ability. Highly motivated students perform complex tasks more effectively and more quickly find solutions to problems that arise during the learning process. At the same time, educational institutions and lecturers play an important role in enhancing students' academic motivation [3].

At the same time, students' intrinsic motivation is merely one component of a more complex system of factors influencing the effectiveness of training future specialists in higher education institutions.

One of the key prerequisites for the high-quality training of modern specialists in higher education institutions is the formation and development of students' motivation for learning. Today, this issue is particularly relevant, as young people pursuing higher education often lack confidence in their future employment prospects. There are also significant discrepancies between the high demands placed on certain professions and their actual status in society. In this regard, it is important to objectively assess the capacity of higher education institutions to address this issue, taking into account its scale and significance at the national level [4].

In this context, it is important to develop a thorough understanding of the nature of motivation and the factors that determine its formation and development in the learning process. Motivation is viewed as a complex, multi-level system of internal and external factors that determine the activity, direction and stability of an individual's behavior. These factors include needs, stimuli, life circumstances, as well as conscious motives formed on the basis of individual experience, which influence the choice of behavioral strategies and the general direction of human activity.

Motivation for learning involves a number of interrelated factors, including students' acquisition of the knowledge required for their future professional careers; the creation of a supportive environment for the development of learning motivation; the fostering of interest in the content of the learning material; the proper organization of practical and other types of learning activities; as well as support for students' aspiration for continuous self-development and self-education.

Accordingly, the key guiding principles of students' learning activities are the ability to independently set goals and recognize the significance of their own activities; the independent acquisition of basic knowledge and skills; the development of intellectual and cognitive processes; and the formation of sustained professional motivation aimed at achieving success.

At the same time, taking students' individual needs and interests into account helps to boost their motivation. In particular, giving them the opportunity to choose



the topics of their projects or assignments allows them to work on tasks that genuinely interest them. Supporting self-regulation also plays an important role. Developing relevant skills, such as time management and setting personal goals, helps students organize their learning process more effectively and enhances their motivation [3].

Meanwhile, the process of motivation in learning is continuous, as each new stage of mastering the learning material lays the foundation for further learning. In this regard, motivation cannot be limited to individual learning episodes but must be continuously maintained and gradually strengthened throughout the entire educational process.

This system of determinants means that motivation is one of the most important factors in successful learning, as it determines a person's drive to acquire knowledge, overcome difficulties and achieve academic results. At the same time, levels of engagement may decline during the learning process, leading to a loss of interest and a decrease in academic performance. This necessitates an analysis of the main causes of declining motivation and the search for ways to overcome them. Furthermore, motivation is closely linked to the formation of an individual's moral and value orientations, which manifest both in professional activity and in the process of self-development and self-realization.

Motivation is significantly influenced by personal factors, including fatigue, emotional exhaustion, a lack of clearly defined goals, low self-esteem, and an excessive academic workload. Taken together, these factors can lead to a decline in interest in learning and a loss of intrinsic motivation. Support from the learning environment plays a vital role in this process, as positive recognition of achievements and assistance in planning study activities help to boost confidence and restore interest.

Furthermore, the social and educational conditions in which the learning process takes place are equally significant. A lack of support from family or friends, conflict situations, as well as an unengaging presentation of learning material or the absence of a personalized approach can significantly reduce motivation levels. In such cases, it is important to create a supportive educational environment, take into account learners' individual characteristics, and demonstrate the practical value of the knowledge gained, which helps increase interest in learning.

Student motivation plays a crucial role in successful learning and academic achievement. However, there are a number of obstacles and challenges that can negatively affect motivational processes. This article [3] examines some of these challenges and analyses ways to overcome them based on scientific research and practical experience, namely: a lack of clear goals and purpose; stress and psychological pressure; and a sense of uncertainty regarding future careers. At the



same time, lecturers should make efforts to effectively address these obstacles. The following strategies may be effective: setting clear goals and planning learning activities; developing stress resilience and self-regulation skills; and supporting career development through mentoring.

The nature of interaction between lecturers and students also plays a significant role in fostering and sustaining academic motivation, directly influencing the effectiveness of the educational process. It is important for students to view their lecturer as a mentor and guide in the learning process—someone they can turn to for help in difficult situations and with whom they can discuss challenging issues. A respectful and supportive attitude towards students also contributes significantly to enhancing academic motivation. At the same time, misconceptions held by some lecturers about students' low level of diligence are often caused not by a lack of motivation to learn, but by difficulties in understanding specific course material [1].

Реалізація зазначених підходів значною мірою залежить від професійної готовності викладача та його здатності ефективно організовувати освітній процес із урахуванням психологічних, педагогічних і методичних аспектів навчання.

The implementation of these approaches largely depends on the lecturer's professional competence and their ability to organize the educational process effectively, taking into account the psychological, pedagogical, and methodological aspects of education.

The use of effective approaches in lecturer–student interaction requires a thorough grounding in psychology, pedagogy, psychophysiology, and mental hygiene, as well as practical experience in applying methods to optimize the educational process. It is important that lecturers possess knowledge of the principles governing learning development and are able to adapt them to real educational contexts.

The modern higher education system requires the renewal of teaching methodologies and the introduction of innovative educational technologies aimed at students' personal development. This involves improving lecture-based teaching, diversifying methods used in practical and laboratory classes, as well as engaging students more actively in research activities and project-based work.

The fulfilment of these requirements for the role of a lecturer is directly linked to the quality of the organization of pedagogical interaction and the level of the lecturer's professional training.

In this context, the role of the lecturer is significantly expanded: they act not only as a source of professional knowledge, but also as a mentor and role model, shaping the professional and personal qualities of future specialists.

In this context, the quality of pedagogical interaction takes on particular importance, as it determines the nature of cooperation between participants in the



educational process. Effective lecturer–student interaction must be based on openness and equality, without formalism, condescension or hidden pressure. It should be grounded in the lecturer’s genuine interest in students’ personal development, as well as in the recognition of their autonomy as active participants in the educational process [1].

Academic achievement serves as an important indicator of the effectiveness of the educational process and of learners’ attainment of their set goals. At the same time, student motivation is a key factor influencing this process. Self-confidence and intrinsic motivation can significantly enhance academic performance and contribute to achieving high results. The use of active learning methods, engaging and meaningful learning materials, as well as the provision of positive feedback, help to increase student motivation and improve academic performance [3].

Thus, motivation is one of the key factors determining the success of students’ learning activities. Intrinsic motivation and self-belief help students overcome academic difficulties and achieve high levels of performance. Overall, students’ motivation is an important prerequisite for the effective acquisition of knowledge and the achievement of educational objectives.

Research findings in this field indicate that the effectiveness of motivational influences is determined by students’ individual characteristics and the specific nature of their educational needs. At the same time, for one group of students, external incentives such as lecturer approval or the achievement of high academic results are more significant, whereas another group of students is primarily driven by intrinsic motivation, which manifests itself in an interest in the learning process and a desire to acquire new knowledge.

Therefore, fostering sustainable academic motivation among students is an essential prerequisite for improving the quality of modern higher education. The development of academic motivation should be regarded as a strategic direction for enhancing the educational process. The practical implementation of this approach involves the introduction of personalized teaching methods, the stimulation of students’ cognitive activity, and the creation of a supportive psychological environment. A promising area for further research is the development and testing of effective motivational techniques adapted to the conditions of modern digital education.

References:

1. Андрєєва М. Мотивація студентів як необхідна умова підвищення якості навчання / М. Андрєєва, Н. Погранична // Молодь і ринок. – 2025. – № 11 (243). – С. 157 – 166. <https://mir.dspu.edu.ua/article/view/346026/334031>



2. Черніцька В.О. Мотивація навчальної діяльності студентів у період війни / В.О. Черніцька, О.О. Стахова // Research in Science, Technology and Economics: Collection of Scientific Papers "International Scientific Unity" with Proceedings of the 1st International Scientific and Practical Conference. – January 22-24, 2025. Luxembourg, Luxembourg. – С. 229 – 231. <https://eprints.zu.edu.ua/42530/1/1.pdf>

3. Кочергіна С., Хорошайло О. Підвищення мотивації до навчання студентів технічних ВНЗ / С. Кочергіна, О. Хорошайло // Актуальні питання гуманітарних наук. – 2024. – Вип. 77, том 1. – С. 307 – 313. https://www.aphn-journal.in.ua/archive/77_2024/part_1/46.pdf

4. Староста В.І. Мотивація навчання студентів різних курсів // Open educational e-environment of modern University. – 2021. – No 11. – С. 1 – 16. <https://openedu.kubg.edu.ua/journal/index.php/openedu/article/view/2414-0325.2021.1114/391>

