



ISSN 2518-7503

Психологія:

реальність і перспективи

Збірник наукових праць

Випуск 26

2026

**Міністерство освіти і науки України
Рівненський державний гуманітарний університет**



**ПСИХОЛОГІЯ:
РЕАЛЬНІСТЬ І ПЕРСПЕКТИВИ**

Збірник наукових праць РДГУ

Випуск 26

Засновано у 2013 році

Рівне – 2026

**Ministry of Education and Science of Ukraine
Rivne State University of Humanities**



**PSYCHOLOGY:
REALITY AND PERSPECTIVES**

Collection of scientific papers of RSHU

Issue 26

Founded in 2013

Rivne – 2026

ISSN 2518-7503
УДК 159.9+316.6
П 86

Психологія : реальність і перспективи : збірник наукових праць Рівненського державного гуманітарного університету. Вип. 26 / упоряд.: В. Р. Павелків, Н. В. Корчакова. Рівне РДГУ, 2026. 132 с.

**Збірник наукових праць РДГУ «Психологія: реальність і перспективи» включено до
Переліку наукових фахових видань України (категорія Б).
Спеціальність 053 «Психологія»
(Наказ Міністерства освіти і науки України від 15.04.2021, № 420)**

Фаховий збірник наукових праць РДГУ «Психологія: реальність і перспективи» індексується міжнародною наукометричною базою даних Index Copernicus International:
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УДК: [159.9.019.4:378.02]:811.111(07)

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DOI https://doi.org/10.35619/prap_rv.vi26.492

THE DEVELOPMENT OF STUDENTS' MOTIVATIONAL SPHERE FOR LEARNING ENGLISH IN A BLENDED LEARNING ENVIRONMENT

Abstract. *This article deals with the pressing issue of developing the motivational sphere of higher education students when learning English in a blended learning environment. The study presents the results of a diagnostic study on the level of development of the motivational sphere among students in traditional higher education settings. An experiment conducted in a blended learning environment revealed that the indicators of the motivational sphere among higher education students have improved. The highest growth rate has been observed in the indicators “motivation to learn and acquire knowledge,” “internal cognitive motives,” “achievement motivation,” and “motivation to overcome difficulties.”*

It has been established that a number of psychological and pedagogical factors contribute to the development of students' motivation, namely: the instructor's readiness to foster student motivation; a student-centered approach to teaching; the integration of information and communication technologies; the development of reflection and critical thinking; a specially organized educational environment that combines the selection and integration of appropriate digital platforms with direct communication; and the autonomy of the learner, who views independent work as an integral component of blended learning.

Keywords: *motivational sphere, content, operational, and personal-meaning layers; blended learning; critical thinking; learner autonomy; ICT integration; communication.*

Problem statement. In the current context of transformation in the higher education system, driven by the digitization of the educational landscape, globalization, and the need to ensure the continuity of learning, the issue of fostering students' motivation to study foreign languages, especially English, has become particularly relevant. Nowadays English serves not only as an academic discipline but also as an important tool for professional communication, academic mobility, and the personal development of higher education students.

The transition to blended learning, which combines traditional classroom-based instruction with online components, creates new opportunities for personalizing the educational process, expanding access to learning resources, and increasing student autonomy. At the same time, this form of learning places new demands on students' internal readiness, self-regulation, responsibility, and sustained motivation. Without a sufficient level of motivational engagement, the effectiveness of English language acquisition in a blended learning environment can be significantly reduced.

Despite the significant body of research, devoted to issues of academic motivation and the organization of blended learning, the problem of the psychological mechanisms underlying the

development of students' motivational sphere, specifically toward learning English in new educational settings, remains underdeveloped. This demands a theoretical analysis and empirical study of the factors that contribute to enhancing students' motivation in the process of learning English within a blended learning format.

Analysis of recent studies and publications. To begin with, it should be pointed out that the Professional Standard for Teachers in General Secondary Education states that, as a teacher with psychological competence, one must be able to foster students' motivation and organize their cognitive activities (MON, 2024).

The issue of developing students' academic motivation occupies a prominent place in contemporary psychological and pedagogical studies, as the motivational sphere of the individual is regarded as one of the key factors in the success of academic performance, professional development, and self-actualization among higher education students. In psychological science, motivation is interpreted as a system of internal and external incentives that determine the direction, intensity, and persistence of an individual's academic activity. The theoretical foundations of this study on learning motivation are based on the works of domestic and foreign scholars, which explore the nature of motives, needs, interests, and value orientations within the structure of learning activities. Significant attention is paid to the relationship between intrinsic and extrinsic motivation, as well as the role of cognitive interest, academic self-esteem, self-regulation, and expectations of success.

Among Ukrainian scholars, the issue of motivation for learning foreign languages has been studied by Lovchuk, Khmel, Ahmad, Slobodiak, Avgustiuk, Frasyuniuk, Svidar, and Morentsova. In particular, Y. Lovchuk focuses on the development of students' intrinsic motivation to learn English, emphasizing the importance of professional orientation, personal meaning, and the role of the teacher in supporting the learning activity of higher education students (Lovchuk, 2023). Among foreign scholars, Gardner, Dörnyei, Deci, and Ryan have made significant contributions to the study of motivation for learning a foreign language (Dörnyei, 2001). They have developed theoretical approaches to understanding intrinsic and extrinsic motivation, self-determination, motivational orientation, and the psychological mechanisms that sustain learning engagement (Deci, et al., 2000). A separate area of the studies focuses on the communicative orientation of instruction, and an awareness of the professional significance of language proficiency. In particular, works devoted to the psychological aspects of students' motivation for learning a foreign language at institutions of higher education emphasize the role of the personal meaning in learning activities, the desire for self-development, and professional growth.

The issue of student motivation to learn English in higher education institutions is discussed in the works of Khmel and Ahmad, who investigated the causes of declining student interest, the characteristics of resistance to language learning, and ways to enhance academic motivation through modern educational methods.

Recent studies also highlight the impact of the digital educational environment and multimedia technologies on student motivation. It has been established that the use of interactive platforms, gamification, multimedia content, and online communication positively influences academic interest, increases student engagement, and promotes the development of autonomy in learning. It is particularly important that technological tools can serve as a factor in supporting intrinsic motivation, provided they are used in a psychologically sound manner (Dörnyei et al., 2015). For instance, the works of Frasyuniuk and Svidar (2021) are dedicated to modern motivational strategies in the process of learning English, in particular the use of interactive technologies, digital platforms, and methods for stimulating students' cognitive

In the context of blended learning, the issue of motivation takes on new dimensions. Researchers note that combining in-person and distance learning changes the nature of educational activities, increasing the importance of independent work, self-regulation, and students' responsibility for their learning outcomes. Studies on fostering intrinsic motivation for learning

English in a blended learning environment emphasize the importance of creating a psychologically comfortable educational environment, providing feedback, and using student-centered teaching methods (Oryshchyn, 2020).

The research Slobodiak (2024) pays particular attention to issues of motivation in blended learning, substantiating the psychological and pedagogical conditions for fostering intrinsic motivation among higher education students to study a communicative English language course in a setting that combines in-person and distance learning. The author emphasizes that blended learning promotes the development of students' autonomy, self-regulation, and responsibility for the outcomes of their own learning activities. Avgustiuk (2021) explored the psychological aspect of emotional barriers in the process of learning English, analyzing the impact of language anxiety on students' motivation, self-esteem, and learning effectiveness. The scholar demonstrates that a high level of anxiety can significantly reduce intrinsic motivation and requires specialized psychological support.

At the same time, an analysis of the academic literature indicates that, despite the significant number of studies on motivation and the digitization of the educational process, the issue of the psychological mechanisms underlying the development of students' motivation to learn English specifically in a blended learning environment requires further theoretical analysis and empirical research. The specific nature of the relationship between intrinsic motivation, digital competence, language anxiety, and academic performance among students in a blended learning format remains understudied.

Thus, **the aim of this article** is to provide a theoretical foundation and analyze the psychological characteristics of the development of students' motivational sphere to learn English in a blended learning environment, as well as to identify factors that contribute to increasing the intrinsic motivation and effectiveness of higher education students' academic activities.

Presentation of the main material. To begin with, it should be pointed out, that in the current context of the digital transformation of education, the issue of fostering and sustaining motivation for learning is taking on new meaning and significance. Traditional motivational mechanisms are losing their effectiveness in online or blended learning environments, which calls for a rethinking of approaches to organising the educational process (Paska, 2025). In view of this, it is particularly important to examine the specific characteristics of learners' motivation in a digital educational environment, where interaction between participants in the educational process is facilitated by technology (Srivastava, et al., 2024).

On top of that, a great number of studies highlight the need to consider broader influences such as socio-cultural factors, socio-economic status and external support systems (Williamson, 2015). Further implications also suggest that interventions aimed at improving academic motivation should focus on fostering a supportive environment both within and outside the home, rather than solely focusing on the traditional approach structure. Future studies may be conducted to explore additional factors that contribute to a student's academic and social well-being, and offer insight for educators and support systems (Choudhary et al., 2025).

This study will embrace students' content, operational and the personal-semantic layers of the motivational sphere in the blended learning of English.

According to our previous findings the content layer of the motivational sphere should include positive motives, which contribute most to academic motivation, and those that hinder the development of a desire to learn a foreign language. Another, operational layer, will obviously include: having goals in life, emotional fulfillment, life satisfaction or satisfaction with self-actualization, an internal locus of control, and a locus of control regarding life management. As for the personal-semantic layer of the motivational sphere it would probably involve: the need for achievement, instrumental activity, expectations of success, praise, a positive emotional state, as well as the need to avoid failure, the expectation of failure, punishment, a negative emotional state.

During the descriptive phase of the experiment 120 students enrolled in traditional learning format were involved. Questionnaires were developed to assess the content layer of the motivational sphere. The questions were designed to assess the students' readiness to study English, including reading, speaking, listening and writing comprehension, as well as to determine whether they consider motivation to be essential for personal development.

The results did not show a striking difference between the groups, who used to study distantly and off-line at the descriptive stage of the experiment (Control group – 38%, Experimental – 40%).

Furthermore, when checking up the operational level of students' motivational sphere the results were approximately equal (Control group – 45%, Experimental one – 48%). To gain the results the Purpose in Life test Crumbaugh and Maholik was used to assess the participants' sense of meaning in life, the presence of life goals (including career goals), locus of control, life satisfaction and self-actualization (Vseosvita n.d.). To assess the personal-semantic layer of the motivational sphere, the thematic apperception test developed by Heckhausen was used. This test is also used to examine the individual's voluntary activity aimed at achieving a specific goal. As for the personal- semantic layer of the motivation sphere the results were almost the same (50% in the Control group and 51% in the Experimental one).

Overall, the results obtained during the baseline assessment phase of the experiment suggest that the level of development in the motivational sphere is relatively low. Therefore, special arrangements should be made for the education of students (in our case, a blended learning format) to boost their motivation. During the pilot phase, the experimental group was transitioned to a blended learning format. It should be pointed out that in the process of developing a blended curriculum, it is important to adhere to psychological and pedagogical principles that ensure its effectiveness. Firstly, it is student-centered – a focus on the student as an active learner. The program should take into account individual needs and provide opportunities to choose the pace, formats, and methods of learning. Secondly, the integration of information and communication technologies (ICT) is an integral component. Educational content should be available on digital platforms, supplemented by multimedia elements, and ensure constant communication between the student and the teacher. Finally, the program should promote the development of independence and critical thinking. The content and format of assignments should encourage students to search for information, analyze, make decisions, and reflect on their own. Thus, a blended learning program is not just an adapted version of a traditional course. It is a holistic system that combines digital tools, pedagogical innovation, and a deep understanding of the needs of the modern learner.

In order to develop an effective blended learning curriculum a clear structuring of the content and consideration of the peculiarities of combining online and offline components were considered. Such a program contained four key elements: face-to-face training, online learning, independent work of students, and an assessment system. It should be noted, that face-to-face training covers those aspects of the content that require the direct presence of the teacher and active interaction of students. These include, in particular, practical classes, experiments, trainings, discussions, and discussions of complex concepts. The face-to-face format allowed to intensify group activities, develop cooperation and critical thinking skills, which is especially important for the development of key competencies. Another aspect to consider was the fact that the topics for online study include mainly theoretical material that students could study independently at their own pace. This block included video lectures, multimedia presentations, e-textbooks, interactive modules, hypertext resources, and thematic forums. The online format makes it possible to diversify the sources of information and make the presentation of the material more attractive to the modern student. Moreover, independent work is an integral part of blended learning. It is aimed at consolidating, generalizing or deepening knowledge. Its forms include: completing practical tasks on educational platforms (*Google Classroom*, *Moodle*), writing reflective essays, creating educational projects, preparing presentations, working with additional literature. During the experiment it was obvious

that independent work contributed to the development of self-regulation skills, search activity, and information literacy.

Thus, the structure of the blended learning program was based on a combination of different formats of knowledge presentation, active involvement of students in the learning process, and the use of modern technological solutions, which ensures high efficiency of educational activities.

In the process of organizing blended learning, the selection and integration of appropriate digital platforms has played an important role. These tools provided both management of the learning process and support for content and student feedback. In particular, *Google Classroom* and *Moodle* were widely used to structure learning content, organize assignments, communicate between students and teachers, and store learning outcomes. They allowed the teachers to plan learning activities in stages, create modules, set deadlines, and add instructions and materials. The learners, in turn, could see their progress, completed and uncompleted tasks, and receive prompt feedback. Also, presentation educational material in the form of video content, platforms such as *YouTube* and *Edpuzzle* were effective. *YouTube* provided access to a large number of educational videos which were integrated into a lesson. *Edpuzzle*, in turn, allowed the teachers not only to stream videos but also to insert questions, comments, and interactive elements into them, which contributes to a deeper understanding of the material and active engagement of the student. In the context of blended learning, digital tools played an important role in creating content that not only transferred knowledge but also actively engaged students in the learning process. Due to modern online resources, the teachers could create multimedia, visually appealing and interactive learning materials that meet the needs of the digital generation.

Another powerful tool which was used is *Canva*, an online editor that allows you to create presentations, infographics, digital posters, and posters that can be used both online and in person. *Canva* provided a high level of visualization, which is important for effective learning, especially in the case of complex or abstract topics. An additional advantage is the ability to collaboratively edit documents, which allowed the teachers to organize teamwork among the students.

Padlet, an interactive online whiteboard where students were able to post text messages, images, videos, hyperlinks or documents, offering interesting opportunities for organizing teamwork. This tool is especially effective for brainstorming, discussing issues, collecting ideas, reflecting, or presenting the results of project work. In our case Padlet promoted collaboration, critical thinking, and social skills.

Finally, one of the most functional tools was *Genially*, a platform for creating interactive presentations, games, virtual tours, information quests, and visualizations with the integration of video, audio, hyperlinks, and tasks. Genially allowed not only to present information but also to build full-fledged learning scenarios with active participation of the learner. This approach ensured a high level of engagement, developed visual culture, and stimulated independent and research activities.

The use of the tools mentioned above in blended learning allowed the teachers to create a modern, dynamic and adaptive learning environment that meets the educational needs and digital competencies of 21st century learners. Another important aspect to boost students' motivation was to involve them into interactive work. Interactivity is a key component of effective digital content in blended learning, as it stimulates active participation of learners in the learning process, increases motivation and promotes deeper learning. Due to interactive methods, the learners did not only perceive information but also interacted with it directly, developing skills of analysis, communication and critical thinking. Apparently, one more integral part of blended learning was *gamification* - the inclusion of game elements in the educational process. These included points, levels, achievements, and competitions between the students. A gamified approach significantly increased interest in tasks, promoted independence and regular exercise. For example, in *Kahoot*, students competed for the highest score in quizzes, and in *Classcraft*, they were able to create their own character and receive rewards for their learning achievements.

Another modern format which was used during the experiment were digital quests and virtual simulations. These were learning scenarios built in the form of a game or a virtual journey, where the student gradually completed tasks, received tips and passed levels. It should be pointed out that this format is particularly effective for cross-curricular learning, solving real-life or problem-based situations.

Collaborative work on interactive whiteboards (*Padlet or Jamboard*) also has proved to be effective in developing collaboration skills, allowing several students to work on the same task at the same time. This included mind maps, discussions, working out ideas, and creating a common project. This format promoted the development of communication competence, the ability to argue one's own opinion and respect others'. Thus, the use of interactive methods in the digital environment allowed the teachers not only to diversify the forms of work, but also to provide a deeper immersion in the learning process and increase learning efficiency.

It should be stressed out, that blended learning requires a high level of autonomy from the learner, which implies the ability to independently organize the learning process, monitor their progress, set goals, and evaluate results. The learner is no longer a passive recipient of knowledge, but becomes an active participant in the educational process, responsible for his or her own learning trajectory.

This means:

- ability to work with learning platforms and digital resources;
- independent time planning to complete tasks;
- responsible attitude to deadlines and participation in online activities;
- participation in self-assessment and reflection.

Learning independence, which is one of the key competencies of the 21st century, was gradually being formed.

To develop autonomy the teachers tried to systematically develop students' self-organization skills, including the ability to plan time, set priorities, distribute workload, and assess their own progress. This was facilitated by both specially designed teaching strategies (metacognitive exercises, reflective diaries) and teacher's support in the initial stages of transition to a blended format. It is especially important to develop the skills of goal setting, task monitoring, and self-testing.

In addition to psychological and pedagogical strategies, there are a lot of digital tools that help students develop independence:

- planners and online calendars (*Google Calendar, Trello, Notion*) - help organize time, break down large tasks into stages, and set deadlines;
- time management applications (*Pomodone, Focus Keeper*) - develop the skill of concentration and rhythmic work;
- digital diaries and reflective forms (*Google Forms, Learning Logs*) - used for regular self-analysis of achievements and difficulties;
- automatic progress tracking systems (*Moodle or Google Classroom*) allow students to see their own results, evaluate dynamics, and adjust their learning path.

Finally, at this stage of our study there arises the necessity to evaluate the rise or fall in the motivational sphere of the students who studied English in a blended learning format as well as those, who studied according to a traditional one.

As shown by the data in Table 1, the dominant motives among students in the experimental group - which most significantly influence the development of the operational layer of the motivational sphere - are the intrinsic cognitive motivation, the motivation to learn and acquire knowledge, as well as the motivation to compete and overcome difficulties. At the end of the experimental training, students in the experimental group have become more focused on achieving

positive development in their activities. The results of the students in the control group have not changed significantly

Table 1

The motives of the students in the control and experimental groups at the beginning and after the experiment

Motives	Control group (CG)		Experimental group (EG)	
Motive to learn and acquire knowledge	52%	55%	54%	75%
Reason for receiving a high grade	46%	48%	42%	52%
Social motive	44%	46%	50%	55%
The theme of competition (overcoming difficulties)	37%	40%	50%	70%
Internal cognitive motivation	55%	57%	50%	76%
Externally determined motive	58%	58%	59%	63%

The positive change in the analyzed indicators for students in the experimental group is confirmed by these students' results on the achievement motivation scale, as measured by a thematic apperceptive test. These results characterize the personal-cognitive aspect of students' motivational sphere.

Table 2

Classification of students by level of achievement motivation

The level of achievement motivation	Baseline assessment		Final stage of the molding experiment	
	CG	EG	CG	EG
High	20%	24%	27%	55%
Average	42%	44%	40%	45%
Low	38%	12%	33%	0%

Thus, at the end of the experimental studying, low level of achievement motivation was not found. These students are characterized by a growing desire to succeed. However, achievement motives that fall within the middle range are not very stable. They generally depend on the specific situation.

Conclusions. All things considered, based on an analysis of the results obtained in the molding experiment, the psychological and pedagogical factors influencing the development of the motivational sphere among students enrolled in blended learning programs have been identified. They include: the teacher's ability to foster student motivation; student-centered approach in teaching; integration of information and communication technologies; the development of reflection and critical thinking; specially organized learning environment which combines the selection and integration of appropriate digital platforms and face-to-face communication; autonomy of the learner which considers independent work as an integral part of blended learning.

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РОЗВИТОК МОТИВАЦІЙНОЇ СФЕРИ СТУДЕНТІВ У ВИВЧЕННІ АНГЛІЙСЬКОЇ МОВИ В УМОВАХ ЗМІШАНОГО НАВЧАННЯ

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Анотація. *Стаття присвячена актуальній проблемі розвитку мотиваційної сфери здобувачів освіти вищих навчальних закладів при вивченні англійської мови в умовах змішаного навчання. У роботі проведено теоретичне узагальнення сучасних досліджень щодо мотивації навчання, внутрішньої та зовнішньої мотивації та наукових розвідок щодо змішаного формату навчання. Уточнено, що мотиваційна сфера здобувача освіти має структурні елементи, а саме: змістовий, операційний та особистісно-смисловий шари, які в свою чергу мають дотичні компоненти.*

У статті представлено результати констатувального зрізу щодо рівня розвитку мотиваційної сфери здобувачів освіти в умовах традиційного навчання у закладах вищої освіти. У результаті проведення експерименту в умовах змішаного формату навчання визначено, що показники мотиваційної сфери здобувачів вищої освіти зросли. Найбільший коефіцієнт зростання спостерігався за показниками «мотив до навчання та оволодіння знаннями», «внутрішні пізнавальні мотиви», «мотив досягнення» та «мотив подолання труднощів».

З'ясовано, що розвитку мотиваційної сфери здобувачів освіти сприяє низка психолого-педагогічних чинників, а саме: готовність викладача до розвитку мотивації

здобувачів освіти; особистісно-орієнтований підхід у навчанні; інтеграція інформаційно-комунікаційних технологій; розвиток рефлексії та критичного мислення; спеціально організоване освітнє середовище, що поєднує добір та інтеграцію відповідних цифрових платформ і безпосередню комунікацію; автономність здобувача освіти, яка розглядає самостійну роботу як невід'ємну складову змішаного навчання.

Ключові слова: мотиваційна сфера, змістовий, операційний та особистісно-смысловий шари, змішане навчання, критичне мислення, автономність здобувача освіти, інтеграція ІКТ, комунікація.

Стаття надійшла до редакції 1.05.2026.

Стаття прийнята до друку 16.05.2026

Стаття опублікована 30.05.2026

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Наукове видання

ПСИХОЛОГІЯ: РЕАЛЬНІСТЬ І ПЕРСПЕКТИВИ

Збірник наукових праць РДГУ

Випуск 26

Упорядники:

проф. Павелків В.Р., проф. Корчакова Н. В.

Науково-бібліографічне редагування:

бібліотека РДГУ

Підписано до друку 18.05.2026 р.

Формат 60х84 1/8. Папір офсетний № 1. Гарнітура Times New Roman.

Друк офсетний. Ум. друк. арк. 16,2. Наклад 300

П - 86 **Психологія: реальність і перспективи:** зб. наук. праць РДГУ. Вип. 26 / упоряд.: В. Р. Павелків, Н. В. Корчакова; ред. кол. В.Р Павелків, Н. В. Корчакова. Рівне : РДГУ, 2026. 132 с.

УДК 159.9+316.6

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Реєстрація суб'єкта у сфері друкованих медіа:
Рішення Національної ради України з питань телебачення і радіомовлення №183
від 25.01.2024 року
Ідентифікатор медіа: R30-02513

Суб'єкти у сфері друкованих медіа:
Рівненський державний гуманітарний університет,
вул. Степана Бандери, 12, м. Рівне, 33014, Україна;
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видавців, виготівників і розповсюджувачів видавничої продукції
ДК № 5409 від 02.08.2017 р.

