

Motivation in Teaching a Foreign Language in E-learning Environment: Challenges, Perspectives

The article focuses on the studying of motivation in teaching a foreign language in E-learning environment. The research aimed to analyze digital tools, describe theoretical models, conduct experimental training, and administer surveys. It is based on data obtained from a study conducted at Sevastopol State University. The study included a survey of undergraduate students to identify the factors that contribute to sustainable motivation when teaching a foreign language in E-learning environment. The results of the empirical study revealed varying degree of motivation among 1st year students (45.03.01 “Philology”) and 3d year students (44.03.01 “Pedagogical Education”) during teaching a foreign language process. The article highlights problems that negatively impact motivation. The authors also emphasize that digitalization of learning is increasingly essential and perceived as necessary by students. Based on the experience of remote learning during the pandemic, the results showed that most students find blended learning to be the most effective format. The authors suggest that the educational system needs to design a new model for organizing the educational process, incorporating advanced technologies and updated pedagogical and methodological solutions.

Keywords: remote learning, E-learning environment, motivation, learning a foreign language, digitalization of learning.

Introduction

About 10 years have passed since the Russian Federation has implemented digital technologies in all spheres of life. At the international online conference “Artificial Intelligence Journey”, the Head of State stressed that «in the coming decade we will have to carry out a digital transformation of the whole country, the whole of Russia, to introduce artificial intelligence technologies, big data analysis everywhere»¹. It was noted the importance of updating technological progress and the urgent changes in the educational system. According to his statement, the key sources of advanced knowledge are domestic universities.

Artificial intelligence (AI), as a phenomenon, has emerged relatively recently in our lives. Therefore, it requires comprehensive study. In our opinion, new artificial intelligence-based tools such as ChatGPT and Monica are currently opening up new opportunities in higher education for content design, communication, and learning.

This year, the Horizon Report on Teaching and Learning summarizes the results of discussions on the direction in which our future can move. It highlights the following aspects: undergraduates' motivation to continue their studies, universities' digital innovations, and new trends in technologies and educational approaches.²

¹<https://aij.ru/>

²https://blendedlearning.pro/quarantine/trends_2023/2023-educause/

1 Taking personal experience into account, we have identified the challenges of
2 higher education, including remote and hybrid learning formats, the emergence of
3 new forms of teaching and learning at universities, and a new version of "hybrid
4 learning" called HyFlex. Therefore, we need to refine programs, retrain
5 employees, and equip classrooms accordingly. It is important to note that digital
6 technologies do not solve all problems, and the use of artificial intelligence should
7 be considered carefully.

8 The modern stage is the initial stage of the formation of E-learning
9 environment. In addition, the attitude of students and teachers to the educational
10 process is changing. Having some experience of implementing educational
11 programs using E-learning and distance learning technologies (the lockdown
12 period), the scientists summarize some results, characterizing the positive and
13 negative results of their use.

14 First of all, the factors which influence the students' motivation to learn a
15 foreign language, including in E-learning environment, whether motivation to
16 learn a foreign language is changing during the transition from traditional learning
17 to learning in E-learning environment.

18 Secondly, modern society is developing international cooperation, the success
19 of which is closely connected with mastery and the skillful use of foreign
20 language. Thus, the foreign language functions as an instrument of intercultural
21 interaction, ensuring equality of participants in the dialogue.

22 Nowadays, scholars believe that digital tools, techniques, and media have
23 expanded traditional ideas of knowledge in the arts, humanities, and social
24 sciences. However, it is important to note that student's motivation in digital era is
25 not solely focused on the study of digital culture. Researchers analyze the
26 challenges associated with this field and address questions such as how traditional
27 humanities skills can be adapted to multimedia forms, who will define cultural and
28 historical memory in the digital era, how digital storytelling compares to oral or
29 print-based storytelling, and what role humanities plays in a networked world.

30 As a result, the transition from traditional teaching methods to
31 communicative-oriented ones aimed at the development of communicative ethics
32 and socio-cultural competence, in our opinion, has significantly expanded the
33 possibilities of foreign language proficiency. In recent years, the high schools have
34 been faced with constantly updated information necessary for the effective
35 learning information technologies of the new generation. However, we notice a
36 gap between the available learning technologies and the expected results for
37 achieving our goals.

38 According to the results of modern scientific research, the importance of
39 motivation directly affects the effectiveness of professional activity and the ability
40 to achieve these goals.

41 Although there is a lot of research devoted to motivation, we know not much
42 about learning English online resources and the role of motivation in this process.

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Literature Review

The domestic authors (E.P. Ilyin, 2002; D.A. Leontiev, 2002; D.N. Uznadze, 2004; P.M. Yakobson, 1969) and foreign authors (A. Adler, 2011; J. Atkinson, 2001; K. Levin, 2001; A. Maslow, 2012; K. Hall, 2000) have devoted their research to motivation issues. At the same time, among the academicians there is no single universally recognized theory of motivation which emphasizes the relevance of the analysis and synthesis of existing theories and the practical use of the results obtained in teaching a foreign language process (Samoylenko N. B. at al., 2020; Shevchenko M. S. at al., 2021).

According to I.P. Podlasny, motivation is a common name for processes, methods, means of encouraging students to productive cognitive activity, active development of the content of education (Podlasyi I. P., 2004). G.G. Zaitsev believes that motivation is an incentive to active activity of individuals, collectives, groups associated with the desire to satisfy certain needs (Zaitsev G.G., 2008). B.Y. Serbinsky defines motivation as the motivation of people to work (Serbinsky B.Y., 1999). E.A. Utkin characterizes motivation as a state of personality that determines the degree of activity and direction of a person's actions in a particular situation (Utkin E.A., 2007). Thus, the diversity of definitions of the concept of "motivation", in our opinion, is explained by the multidimensional and interdisciplinary nature of this category. We focus on the opinion of scientists who characterize motivation as a complex, multi-stage system of values, which includes aspirations, desires, feelings, attitudes, ideals, emotions, interests, norms, knowledge, needs, values, etc. (Gez N.I., 1985).

Two types of motivation are distinguished: internal, which is related to the person himself, who is able to direct himself to choose / conduct a certain activity, and external, which depends on the factors surrounding the person (Zharko L. N., 2023). Modern research highlights that the positive result of learning a foreign language is directly dependent on the motivation of this process. According to scientists, the development of internal motivation is considered one of the most important conditions in the process of learning a foreign language. It is traditionally considered that the student should have a clear idea of their goals and objectives when learning a foreign language, which should be specific, measurable and achievable, so that the student can see their progress in dynamics and feel motivated. The student should be aware of using foreign language not only in his/her professional activities, but also in everyday life.

According to Ugur N.G., the increase in the use of digital technologies has become a phenomenon of the XXI century. The role of these technologies in everyday life and their impact on the future has increased significantly (Ugur N. G., 2020).

Zamani N. D. emphasizes that the learning environment plays a key role in effective education. The importance of the learning environment is determined by the presence of factors that contribute to active learning and can affect the academic achievements of students (Zamani N. D. at al., 2022).

According to Fredy Geovanni Escobar Fandiño, Luz Dary Muñoz, Angela Juliette Silva Velandia "the motivation to learn a foreign language is a complex

1 process” (Fandiño F. G. E. at al., 2020). They analysed undergraduate students’
2 virtual and distance modalities - E-Learning and highlighted the factors for foreign
3 language learning (intelligence, attitudes, abilities) and the aspects related to the
4 motivation to learn English.

5 Renzhong Peng and Rongrong Fu have explored the relationship between
6 Chinese English as a foreign language (EFL) students’ learning motivation and
7 learning outcomes in a blended learning environment. They have revealed that
8 both intrinsic motivation and extrinsic motivation have a positive relationship with
9 learning outcomes within a blended learning environment (Peng R. at al., 2021).

10 As a result of numerous studies, we agree that motivation is a complex
11 psychological process, including cognition, behaviour, emotion, decision-making
12 process and biological aspects.

13 Foreign languages can be learned at different age levels, in different cultural
14 environments, simultaneously and sequentially.

17 **Problem Statement**

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19 The aim of our research is to assess the motivation of the students when
20 teaching a foreign language in E-learning environment of Sevastopol State
21 University (SevSU), using LMS Moodle platform.

22 The research objectives are:

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24 1) to analyse the process of digitalization of higher education to ensure the
25 effective educational process in new conditions;
- 26 2) to describe the educational institutions administration decisions on the
27 organization of training in E-learning environment in the pedagogical and
28 philological areas of training in SevSU;
- 29 3) to study the attitude of SevSU students to foreign language learning in E-
30 learning environment and the transformation of motivation in new
31 conditions.

34 **Materials and Methods**

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36 The theoretical and empirical research methods were used. The application of
37 theoretical methods allowed for analysis of the digitalization process of higher
38 education to ensure an effective educational process in new conditions. The
39 analysis of publications and academic discussions on the subject was carried out.

40 The study is based on the results of an empirical study devoted to the analysis
41 of observation and comparison of data obtained through the authors’ practice,
42 interviewing university students to understand the problem described. It also
43 comprises the results of conducted survey offered at Sevastopol State University.

44 The methodological basis of the research is the theory of digital
45 transformation of education. The analysis of psychological, pedagogical and
46 methodological literature on the research topic, analysis of digital tools, theoretical

1 modeling, experimental training, and a survey were used in the research. The
2 instrument we discovered and implemented for English language learning is LMS
3 Moodle. We designed courses using these tools which provided the structure of
4 educational methods for students. We found a solid rationale for using this
5 platform.

8 **Results**

10 Moving teaching from the current face-to-face model to the online model in
11 response to a global crisis is a necessary solution, but it comes with many
12 challenges. In this research, we indicate these challenges.

13 In the modern world, not only highly qualified specialists are required, but
14 also flexible professionals who are able to combine knowledge and skills from
15 various fields, as well as quickly adapt to new areas of activity. The main result of
16 higher education should be: the skill of internal persuasion of independent
17 learning, developed system thinking, the ability to adapt. In order to adapt to
18 modern challenges successfully, the Russian educational system should implement
19 a new model of the organization of the educational process based on the use of
20 advanced technologies, updated pedagogical and methodological solutions. This
21 change is called the digital transformation of education.

22 One of the key goals of digital transformation in the field of education is
23 achieving the necessary educational results by each student. Personalizing the
24 educational process, using the growing potential of digital technologies, such as
25 artificial intelligence, augmented and virtual reality methods are currently
26 implemented. In addition, such transformation promotes E-learning environment
27 implementation and the Internet access, as well as optimal work with large
28 amounts of data. The main task of this transformation is the development and
29 dissemination of an effective model of personalized organization of the
30 educational process, which allows you to achieve great results with optimal
31 resources (Samoylenko N. B. At al., 2022).

32 A number of regulatory documents regulate the activities of educational
33 organizations for the implementation of E-learning environment. As a part of the
34 implementation of the strategic academic leadership program "Priority 2030",
35 Sevastopol State University plans to ensure the integration of the information
36 ecosystem with relevant regional, national and international digital platforms and
37 services. Within the framework of the designated program, it is planned to create
38 digital tools for collaboration in the field of education, scientific research, as well
39 as the economic sector. The online environment will be created for interaction
40 between students, graduates and employers of the region, which will function on
41 the basis of a database of students and graduates, in order to improve the quality of
42 cooperation between the university and business of the Crimea. This will
43 contribute to the successful professional career of the graduate³.

44 In the Russian Federation the requirements of New Federal State Educational
45 Standards of Higher Education 3++ and laws underline the importance of e-

1 learning implementation through Master's Degree Programmes Training². Thus,
2 researchers and educators integrate digital technologies to assist in the teaching
3 and learning process and to design online learning environment at Russian
4 universities. It also leads to the necessity of developing new skills and professional
5 competencies for graduates.

6 One of the biggest challenges in online teaching is keeping students interested
7 and engaged. There are some challenges: the lack of visibility, which provides
8 immediate feedback to the teacher, requires constant testing and evaluation by the
9 teacher; students get bored and even stressed due to the lack of visual engagement;
10 Basic Competence. Due to the rapid onset of the pandemic, it was impossible to
11 teach the teachers how to effectively develop and utilize distance learning
12 materials (Zharko L. N. at al., 2022). The instruments we discovered and
13 implemented for English language learning for undergraduate students is LMS
14 Moodle and Big Blue Button Virtual Room. We designed courses using these
15 tools which provided the structure of educational methods for future teachers. We
16 found a solid rationale for using these two platforms (Samoylenko N. B., 2022).

17 So, the analysis of current scientific research, empirical data and our own
18 pedagogical experience allowed us to identify factors that are aimed at the
19 formation of motivation when teaching a foreign language as shown in Table 1.
20

21 *Table 1.* Factors aimed at the formation of motivation when teaching a foreign
22 language

№	Factor	Characteristic
1	The personality of the teacher	<ul style="list-style-type: none"> * <i>Moral qualities</i>: self-discipline, responsibility, ability to manage his/her behavior, objectivity; * <i>emotional-volitional sphere</i>: ability to formulate the purpose, emotional skills, perseverance, consistency, individuality, sense of humor, artistic skills; intellectual sphere: broad outlook, high level of intelligence, curiosity; * <i>culture</i>: high level of general culture, culture of speech and communication, sociability, intelligence
2	Teacher's professional skills	<ul style="list-style-type: none"> * Love to your profession and teaching your discipline; * knowledge of the discipline and methods of its teaching; * teaching skills for creating an emotionally positive psychological climate in the classroom; * the ability to use a system of incentives in the process of learning a foreign language; * constant self-development
3	The social significance of a foreign language	<ul style="list-style-type: none"> * Knowledge and use of a foreign language in various fields of human activity; * the importance of a foreign language in professional activities; * the students' awareness of the meaning of a foreign language as a means of intercultural communication

³<https://www.sevsu.ru/upload/iblock/23a/xmxtttc1tzzfof1xbjc724775ov58rdz.pdf>

4	Modern means of teaching a foreign language	* Selection of interesting authentic material; * the use of information and communication technologies
5	Organization of the learning process	* A skillful combination of traditional and communication-oriented approaches to teaching; * taking into account the individual characteristics of students; * rational use of classroom and autonomous learning; * use of digital tools
6	Ability to learn	* Taking into account the level of linguistic abilities to learn a foreign language; * intellectual abilities; * the personality of the students, their practical orientation.

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2 Thus, we believe that the identified factors are the important conditions for the
3 formation and maintenance of motivation when learning a foreign language. Let's
4 not forget that motivation is an individual factor, and each student can have his/her
5 own motives and ways to maintain motivation. And the task of the teacher is to
6 adapt methodological approaches to the motivation of the student, in order to
7 achieve positive results in learning a foreign language.

8 In connection with the transition to a personalized educational process, the
9 role of motivation is changing both in the educational process as a whole and in
10 learning foreign languages. External motives, in our opinion, influence educational
11 activities not so effectively. Independence, self-discipline, self-determination
12 (internal motives) of students prevail.

13 For successful learning in a real or virtual environment, it is necessary to use
14 games (the gamification process), professional cases for learning a foreign
15 language or doing exercises with practical value in real life which are useful for
16 students (Zharko L. N., 2023; Samoylenko N. B., 2022).

17 The results of the empirical study revealed a different degree of motivation in
18 the course of teaching a foreign language in E-learning environment of Sevastopol
19 State University among the 1st year students (direction of training 45.03.01
20 "Philology") and the 3d year students (direction of training 44.03.01 "Pedagogical
21 education") of Sevastopol State University.

22 Thus, the first-year students noted the increase in interest in learning a foreign
23 language (77%), indicating the following reasons: every time I study something
24 new, I always wonder what will happen next; I begin to understand more; after
25 something inspiring (for example, a lesson); if there is a good teacher (here and
26 further the author's edition of the respondents is preserved). 23% of respondents
27 noted the lack of hours in a foreign language and the quality of their teaching as
28 the reasons that reduced interest in learning a foreign language; after an
29 unsuccessful comment from a teacher; all energy and enthusiasm are taken away
30 by other, less important disciplines; boring presentation of disciplines; lack of
31 opportunity to use the language in practice.

32 In the third-year students' answers, we found a significant decrease in
33 motivation to learn a foreign language (60%). The respondents noted the
34 complexity of the material; incomprehensible explanation; overload with

1 unnecessary information. 40% of respondents noted an increase in motivation as it
2 is associated with interest, work, moving to another country. As motives that help
3 in learning a foreign language, the respondents of the I, III courses cited the
4 following statements: access to a variety of resources that are not available in their
5 native language; the opportunity to work abroad; immersion in the language
6 system, its history; understanding of symbols; reading in the original; development
7 of intelligence; advantages and increased demand in the labor market; self-
8 development, expanding your horizons; becoming a professional in the
9 professional sphere; teachers who talk with admiration about a foreign language;
10 moving to another country; career development.

11 Among the factors that influence the increase in motivation in learning
12 foreign languages, the respondents of the I, III courses named: professionally
13 skilled teachers; being in a foreign-language media environment; communication
14 with people of other cultures; their own desire and desire to learn a language;
15 visiting a country where the language being studied is the national one;
16 understanding the teacher that you need to repeat several times that it is necessary
17 to help and be empathetic to students, to comment about the students' mistakes in
18 an appropriate manner; praise and support of the teacher; the presentation of
19 information is structured and clear; current sources of information; the absence of
20 cases that simply take up your time and do not bring any benefit; interesting
21 approaches to language learning; the lifting of sanctions, the opportunity to be an
22 exchange student; non-boring approach to teaching; teacher's attitude to the
23 language he teaches and methods of teaching; materials.

24 As a result, we think that in the process of learning a foreign language it is
25 necessary to consider a number of ways that will help increase motivation. They
26 include the use of innovative educational materials, discussion methods and group
27 discussions, the introduction of the latest information reproduction technologies
28 focused on the digitalization of society, as well as role-playing / business games,
29 presentations, project work with continuous updating of the organizational and
30 methodological support of the educational process.

31 It is very important to mention that the student is a partner in the process of
32 foreign language communication, and maintaining his motivation in an artificially
33 created foreign language environment may present some difficulties. In blended
34 learning, with traditional academic and innovative learning (interactive and
35 electronic), classroom learning technologies and distance learning technologies are
36 used (Leontiev D. A., 2002). The educational material is mastered by the graduate
37 student independently in an electronic training course (ETC) with discussion and
38 subsequent consolidation during classroom classes. Electronic educational
39 materials in the ETC are supplemented with hyperlinks and multimedia materials
40 (Samoylenko N. B., 2019).

41 In the learning process a case technology (method) is used. The case method
42 promotes the students' skills development as a result of their independent actions
43 to solve the contradictions that have arisen. When working with cases, students
44 make professional decisions using theoretical knowledge in a specific situation,
45 evaluating and choosing the appropriate option to solve the problem (Samoylenko
46 N. B., 2022).

1 At Sevastopol State University, we try to take into account the request of both
2 the student and the industry. Therefore, one of the ways to be enrolled in a
3 Master's degree is to come up with your project and during training develop the
4 competencies that are necessary for its implementation. To do this, our students
5 are offered individual courses and elective courses, we train tutors and consultants
6 for the students to establish communication, which contributes to the formation of
7 project teams.

8 For example, a second-year undergraduate student decided to master her skills
9 IN the Digital Humanities program through Internet communications when she
10 realized that she was not only interested in classical translations from English and
11 French, but also wanted to expand her specialization. She enrolled in the master's
12 program after obtaining her bachelor's degree. On one hand, she enjoys her
13 professional activity, but on the other hand, she wants to develop additional
14 competencies. That's why she enrolled in the Digital Humanities program. Now,
15 the undergraduate student is designing her projects and will also present her
16 research at conferences in the future. It is important for her to understand her
17 abilities and eventually become a product or project manager for her project.

18 Through this research, we can conclude that the Digital Humanities program
19 is perceived by students as a natural and integral part of globalization.
20 Additionally, Digital Humanities is an interdisciplinary field of research, making it
21 easier to work in this direction for teams that bring together participants with
22 different competencies.

23 We need to update our class syllabus to include discussions on academic
24 integrity and the use of AI. We discuss academic integrity with our students and
25 when we allow them to use AI, we ask them to share their prompt process with us
26 through screenshots or other means. We also inform our students about the
27 potential inaccuracies of AI and assign them tasks to critically evaluate the
28 accuracy of AI-generated responses. We compare different versions of AI-
29 generated essays or responses in a "peer review" approach. We also utilize AI for
30 our own tasks and planning. We acknowledge the continued growth of AI and the
31 emergence of new resources.

32 There are many different things to consider when it comes to online teaching:
33 online teaching develops new levels of creativity and opportunity for students, it
34 drives them to surpass themselves and focus more on best practice as well as
35 innovation; students deserve to be taught with 21st-century technology. The
36 teachers can motivate students online through an interactive module of an online
37 course.

38 39 40 **Conclusion**

41
42 In conclusion, several advantages of the educational process in E-learning
43 environment have been identified, including access to a wide range of digital
44 teaching materials, the use of adaptive mechanisms and E-learning platforms,
45 expanded opportunities for creative potential, more effective organization and
46 control of educational activities, mobile communication with teachers through

1 online communities, the active use of innovative learning approaches, the
 2 possibility of obtaining online higher education, and the expansion of inclusive
 3 education opportunities. However, there are also some disadvantages to E-
 4 learning, such as the rapid change of information, the risks of accidents and
 5 catastrophes caused by human error, dependence on technical conditions, and the
 6 lack of face-to-face interaction between teachers and students.

7 Remote learning is becoming increasingly important in the global education
 8 system and is considered a necessity by students. However, based on the
 9 experience of E-learning during the pandemic, most students recognize blended
 10 learning as the most effective mode of education.

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