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MOTIVATIONAL ASPECT OF HIGHER EDUCATION STUDENTS' LEARNING ACTIVITIES THROUGH THE LENS OF SOME MOTIVATION THEORIES

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Abstract. *The article considers the motivational aspect of the educational activity of higher education students through the prism of different theories like A. Maslow's expanded hierarchy of needs, the theories of motivation by K. Alderfer, D. McClelland, J. Adams, J. Atkinson, and the theory of VIO (valence-instrumentality-expectancy).*

Keywords: *need, metaneeds, transcendental needs, prehierarchy, motivation, learning, aspect.*

In contemporary research, scientists often overlook universal theories of human motivation when analyzing the motivational aspects of higher education students' learning activities. Given this, the article is both timely and highly relevant.

The purpose of the article is to consider the motivational aspect of the educational activity of higher education students through the lens of various theories, including A. Maslow's expanded hierarchy of needs, the theories of motivation by K. Alderfer, D. McClelland, J. Adams, J. Atkinson, and the theory of VIO (valence-instrumentality-expectancy).

To achieve the article's objective, a historical approach, methods of analysis and synthesis, and expert assessments were used.

In discussing the application of A. Maslow's extended hierarchy of needs, the article challenges Maslow's idea that cognitive needs precede aesthetic needs, and the latter precede self-actualization needs. The article also refutes the popular opinion that Maslow's extended hierarchy of needs consists of six levels. It was found more appropriate to consider that

metaneeds occupy the sixth level, and transcendental needs are at the seventh level. Building on this, the article revises existing recommendations for adapting Maslow's original hierarchy of needs to analyze the motivational aspects of higher education students' learning activities.

The study highlights the differences between A. Maslow's and K. Alderfer's theories of motivation. Additionally, it emphasizes that Maslow's theory does not account for the possibility that an individual can be simultaneously motivated by needs from different levels of the hierarchy of needs. An example is provided to illustrate the applicability of K. Alderfer's theory in analyzing the motivation of higher education students' learning.

The article explores key aspects of D. McClelland's theory of motivation relevant to the learning motivation of higher education students. At the same time, it highlights that McClelland's theory does not fully encompass all aspects of learning motivation of Ukrainian higher education students.

The article shows the potential application of J. Adams' theory of justice in understanding the learning motivation of higher education students. It also reveals the conceptual principles for measuring the strength of learning motivation, drawing on both J. Atkinson's theory of motivation and the VIO theory

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