

**PSYCHOLOGICAL AND PEDAGOGICAL METHODS FOR ENHANCING LEARNING
MOTIVATION IN CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

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Abstract: This article provides an extensive psychological and pedagogical analysis of the issue of forming and enhancing learning motivation in children with special educational needs. The study examines the theoretical foundations of learning motivation, its interrelation with cognitive, emotional, and social factors, as well as modern methods of increasing motivation within inclusive education settings. The results of the scientific analysis demonstrate the importance of an individual approach, a positive psychological environment, and differentiated pedagogical technologies when working with children with special educational needs.

Keywords: special educational needs, learning motivation, inclusive education, psychological support, intrinsic motivation, differentiated approach.

Introduction

In recent years, the rapid development of inclusive education concepts worldwide has required new approaches to educating children with special educational needs. In the educational process, not only the acquisition of knowledge but also the formation of intrinsic learning motivation has become a priority. A lack of motivation often leads to passivity in learning activities, difficulties in social adaptation, and the emergence of secondary psychological problems.

Psychological research indicates that children with special educational needs often demonstrate low levels of learning motivation. The main reasons include repeated experiences of academic failure, low self-esteem, insufficient social acceptance, and inadequately adapted pedagogical approaches. Therefore, this issue requires in-depth scientific analysis and the development of effective psychological and pedagogical solutions.

Psychological Nature of Learning Motivation

Learning motivation is a complex psychological system that reflects an individual's need for knowledge, interest, and internal readiness for activity. Contemporary psychology emphasizes that motivation is formed through the interaction of intrinsic and extrinsic factors. Intrinsic motivation is based on a child's natural curiosity and interest in learning, while extrinsic motivation is associated with grades, rewards, and social recognition.

In children with special educational needs, intrinsic motivation is often underdeveloped due to specific psychophysiological characteristics and differences in perception and cognitive processing. Therefore, relying solely on external incentives does not yield sustainable results. Instead, it is essential to activate intrinsic motivation by considering each child's individual psychological characteristics and developmental potential.

Relevance of Motivation Problems in Children with Special Educational Needs

Within inclusive education settings, children with special educational needs are frequently compared with their typically developing peers, which negatively affects their self-esteem and

emotional well-being. As a result, psychological barriers such as feelings of helplessness and fear of failure emerge, leading to decreased interest in learning.

Scientific literature highlights that children with low learning motivation often exhibit avoidance of academic tasks, rapid mental fatigue, lack of initiative, and emotional instability. These factors directly affect the quality of education and the child's long-term social integration.

Individual Psychological Approach to Enhancing Motivation

Modern psychological and pedagogical approaches emphasize that increasing learning motivation in children with special educational needs must be based on an individualized approach. Given the diversity of developmental levels, interests, emotional states, and learning needs, standardized teaching methods are often ineffective.

An individualized approach focuses on recognizing small achievements, creating frequent experiences of success, and providing positive reinforcement. From a psychological perspective, this approach strengthens self-confidence and transforms learning into a personally meaningful activity, thereby enhancing intrinsic motivation.

Influence of the Inclusive Educational Environment on Motivation

An inclusive educational environment should ensure that children feel accepted, safe, and supported. Without a positive psychological climate, even the most effective teaching methods fail to increase motivation. Therefore, close collaboration between teachers and psychologists is essential to create a supportive, non-discriminatory learning environment.

In such conditions, teachers' emotional support, empathy, and tolerance significantly influence children's attitudes toward learning and their willingness to engage in educational activities.

Modern Psychological and Pedagogical Methods

Recent research demonstrates that active teaching methods are particularly effective in increasing motivation among children with special educational needs. Game-based learning, visual and multisensory approaches, and reflective activities promote active participation and engagement. These methods stimulate cognitive and emotional processes, making learning more interesting and meaningful.

Additionally, the thoughtful integration of digital technologies into the learning process helps maintain attention and enhances students' motivation by providing interactive and accessible learning experiences.

Conclusion

The findings of this study indicate that enhancing learning motivation in children with special educational needs is a complex, multifactorial process. Sustainable results can only be achieved through the integration of psychological support, individualized approaches, inclusive educational environments, and modern pedagogical technologies.

Children with high levels of learning motivation are more likely to achieve academic success and successfully integrate into society, which underscores the importance of developing comprehensive motivational strategies within inclusive education.

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