Creating a supportive learning environment:
The impact of dominant love styles on students' motivation

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Abstract

Introduction. The article reveals the influence of emotions on the intrinsic student motivation to studies. The aim of the article is to identify the dominant love styles, to validate their impact on the intrinsic student motivation to studies and the types of their motives in order to design a supportive learning environment. Despite the fact that different investigations into the role of emotional factors on learning have been frequently undertaken since the emergence of psychoanalysis, currently, the emotional reaction to the experience of love is insufficiently articulated in educational and methodological literature and is still peripheral.

Materials and Methods. The methodological basis of the study is formed by general scientific methods: theoretical analysis and literature review. They are underpinned by a set of specific methods: personality analysis (personalised, environmental and structural approaches), the colour wheel theory of love (J. A. Lee) along with quantitative, qualitative, diagnostic and interpretation methods (N. Ts. Badmaeva). In order to achieve the aim, an analytical and comparative review has been carried out in order to identify the links between emotions and intrinsic student motivation, as well as the main parts of the supportive learning environment. Quantitative and diagnostic methods include two surveys, used as data collection tools. Qualitative and interpretation methods have allowed the authors to determine student motivation through love styles in correlation with types of motives, as well as to design a three-part supportive learning environment based on teaching strategies. Twenty eight students in their third-fourth year of study at University of Tyumen aged between 20 and 25 years majoring in Linguistics have participated in the study.

Results. Literature review has shown that emotions are a significant component in cultivating student intrinsic motivation to studies. The authors have identified and described the key components of the supportive learning environment. The results of the diagnostics and their interpretation analysis have shown a high level of love styles' impact on the student intrinsic motivation to studies and revealed statistically significant links between prevailing love styles and motives.

The dominant love styles are Ludus, Pragma and Agape. Assessment of the student motivation level and dominant types of motives has shown that 51 percent of respondents (n=16) have below average or low level of motivation. Among the prevailing motives, the authors highlight the following: communicative, failure avoidance and social motives.

These findings have allowed the authors to design a meaningful model of the supportive learning environment based on teaching strategies and to justify its significance. The authors' model consists of three main parts involving intellectual stimulation, flexible assessment system and reflection. On the one hand, these components result from the prevailing motives influenced by love styles. On the other hand, they are to enhance cognitive (educational) and professional motives. The proposed model explicates the links between love styles, motives, teaching strategies and visualises the underlying meanings of the supportive learning environment.

Conclusions. *In conclusion, the authors summarise the love styles' impact on the intrinsic student motivation to studies, justify the necessity to introduce and test the designed model of the supportive learning environment. In the authors' opinion, it will allow an educator to cultivate a sustained student motivation to studies, as well as to enhance cognitive (educational) and professional motives.*

Keywords

Love styles; Types of motives; Student motivation; Teaching strategies; Supportive learning environment; PBL; Assessment system; Reflection.

Introduction

It is generally believed that cognitive abilities are the main vehicle and predictor to bring about high academic achievements [1]. Nevertheless, the statement that emotions have a strong impact on motivation of both students and teachers and mental effort investment as well are accentuated by many researchers [2; 3]. As rightly highlighted by a number of scholars, emotionally engaged students tend to think more positively and to show higher motivational intensity to hold intrinsic value which is significantly linked to academic achievements [4; 5]. This study delves into a very strong emotion of love and draws on a famous typology of "love styles" designed by a Canadian psychologist and sociologist J. A. Lee. It differentiates six styles of love [6]. We utilise the same styles, but without distinction between primary and secondary styles or colours of love, as it was once done by C. Hendrick and S. Hendrick in 1986 [7]. It should be noted that this past-century classification is still a theoretical basis for modern studies [8; 9]. According to the typology, the six styles of love are Eros, Ludus,

Pragma, Storge, Mania and Agape. Eros is a passionate physical and emotional love in which relationships develop very fast and which is spirituality presented in a less distinctive form. Ludus is considered as a game which is not serious, but light and just for having fun and is rarely associated with a deep feeling. Pragma is a practical love characterised as a calm feeling towards a partner with whom it is possible to share common ideas and experience. Storge is a friendship love when relationships develop slowly with prevailing of trust, close communication and common interests. Mania is a possessive love, viewed as an ambivalent feeling and characterised by a calm feeling towards a partner who is likely to share common ideas and experience with. Agape is a sacrificial and selfless love which is full of altruism, strong spirituality and readiness to endure all the difficulties in relationships.

As it is rightly attributed, motivation is one of the key components in learners' achievements and success. Since motivation is a dynamic interlinked system guiding towards achieving

goals, student motivation can be defined as a process of encouraging students to study in order to reach educational goals due to external and internal factors [10]. Motives attach importance to motivation. Traditionally defined as reasons for behavior, motives are regarded as a force that makes a person act in a certain way and make a choice or a decision. Motives are often considered as sources of activity or even natural energies that strongly influence educational process sustaining the will to learn and spontaneous learning [11].

Being a psychological phenomenon, motivation represents an internal hidden driver for activity that is difficult to study and even more difficult to measure, which often sparks the debate. It is always a matter of interpretation. Nevertheless, success in any field is impossible without motivation, especially when it concerns studies, where the result does not usually have a material component or may not be immediately visible. From all this, it is clear that motivation is viewed from different aspects, but in education the main focus of research is still on its predictors – teaching and learning strategies, which encourage students' aim-oriented actions and behaviour.

To fully address this issue, researchers study motivation from different sides – extrinsic and intrinsic. As exemplified by the study carried out by O.L. Liu, B. Bridgeman & R. Adler, extrinsic motivation has shown its impact on outcomes assessment in higher education. The authors of the study claim that "students' lack of motivation to perform well on the tests could pose a serious threat to the validity of the test scores and the interpretation accuracy of the test results" [12, p. 352]. Within this context, the researchers offered and examined several ways to enhance students' motivation realising a crucial role of motivation in taking tests. They came to the conclusion that increasing the stakes and extra-payment for good test performance are able to

provide higher test scores compared to their previous results [12].

Intrinsic motivation, on the other hand, directly affects students' learning and cognitive success compared with extrinsic motivation [13]. In addition to this, the psychological needs (e. g., competence, autonomy, relatedness, or even novelty) and self-determination have gained special attention in these works as they are alleged to be strong predictors of adaptive and educational students' outcomes. As an implication of these trends, researchers and practitioners offer to design various stimulating or supportive activities in class, modify learning environment so that it could meet the students' basic psychological needs, as well as test the relationship between learning climate and intrinsic motivation in order to reach high academic achievement [14].

In general, supportive activities can be divided into two large groups. The first includes the research related to intellectual stimulation and communication development techniques. The second involves the adaptation of the assessment system.

Intellectual stimulation, as a rule, includes student-centered learning methods and is aimed at challenging students, encouraging their mental abilities using an educator's intervention and interactive teaching style. This means that educators do not motivate students directly, they only increase their engagement in the learning process [15]. In other words, they provide a supportive learning environment by providing autonomy-supportive instruction, and create favourable conditions for intrinsic motivation [16]. In the classroom intellectual stimulation is most often manifested through PBL. This abbreviation implies two different activities: project-based learning and problem-based learning. Both are very popular and spread all over the world these days [17].

Supportive environment is also provided via assessment. Flexible assessment often involves self-assessment or peer-assessment. They stimulate student to be more autonomous, increase intrinsic motivation and goal orientation in learning [1]. Recent research and analyses confirm that peer-assessment "has a nontrivial positive effect on students' learning performance". The students, participated in the experiment, have shown a 0.291 standard deviation unit increase in their studies [18, p. 1]. Within this focus on assessment, it is strongly recommended not to compare students and to evaluate them according to standards, but to examine the possibilities for the students to become successful. Researchers propose several methods to improve educators' evaluation of their students' work. The first is a diachronic evaluation in which different stages in a student's learning process are compared and his progress is assessed. The second technique reflects a split method aimed at identifying a student's strengths and weaknesses. The final one is focused on a dynamic every day view and sensitivity to any changes in students' feelings, attitudes and accomplishments [2]. Such a system greatly contributes to intrinsic motivation, develop positive self-esteem by making students free from mistakes-fear, giving them opportunities to think creatively, accomplish challenging tasks, shape and share ideas and thoughts, and in general, improve students' self-efficacy, grades and lead to greater success [5; 19].

Usually self or peer-assessment goes hand in hand with reflection. In communication or accomplishing tasks students face confusing, unclear and complex situations. The same is true for their outcomes which can be highly uncertain or even conflicting. Thus, reflection is important for questioning and interpreting their activity, as well as sharing ideas and thoughts improving their team performance and outcomes. A large number of scientific and methodological works prove that academic results and students' motivation can be reinforced through reflective learning [20; 21]. It ensures the development of students' competences, transforms their prejudice, modifies their attitudes and social preferences. It can also promote inner understanding of personal strengths and weaknesses and the abilities to find the ways and solutions to solve challenging tasks [22]. At the same time, it should be noted that students can not master it automatically, but need an educator's support [23].

Thus, in building an effective learning environment, it is essential to consider all possible factors that impact the development of students. Along with physical and intellectual characteristics there is an emotional domain that is often overlooked due to its complexity and intangibility. Yet, emotions are crucial for learning as they help to develop attitudes towards learning that influence the dynamics of educational effectiveness. Emotions are normally experienced along a continuum from positive to negative. What is more, some emotions like love can both enhance and undermine learning and achievement.

Relying on our own pedagogical experience and observations, we can confidently assert that love experience in student years, as a rule, prevents a person from being an active member of social and educational processes. This, in its turn, subsequently leads to difficulties in maintaining

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communication in class, building interpersonal relationships and achieving high academic outcomes. However, love as a form of positive emotion, positively influences students' achievement and teaching experiences being an essential part of meaningful learning [24; 25]. Thus, it is of vital importance to look into how love relationship affects students' learning and ways of minimising negative effects by creating an environment in which students will benefit both personally and professionally.

To this end it seems reasonable to identify love styles in correlation with types of motives in order to create a supportive learning environment to boost students' intrinsic motivation to studies. In line with the aim, the following research questions are framed:

1. What is the relation between learning and motivation?
2. What types of love are dominant in the target group of students?
3. How do the love styles affect the students' motives?
4. What teaching strategies will help to enhance the students' motives to studies and to create a supportive learning environment?

According to our assumptions the following hypothesis was put forward: student motivation can be enhanced through supportive learning environment that is a combination of love related motives and teaching strategies.

The relevance and novelty of our research lies in the fact that we test the relationship between emotions and motives, unlike other traditional research endeavors on this topic. Despite the fact that different investigations into the role of emotional factors on learning have been frequently undertaken since the emergence of psychoanalysis, these days, the emotional

reaction to the experience of love is insufficiently articulated in educational and methodological literature and is still peripheral.

Methods

The study draws on general scientific methods: theoretical analysis and literature review. They are underpinned by a set of specific methods: personality analysis (personalised, environmental and structural approaches), the colour wheel theory of love along with quantitative, qualitative, diagnostic and interpretation methods. Quantitative and diagnostic methods have been used to show the numerical value and percentage of dominant love styles and motives. Qualitative and interpretation methods make it possible to determine the relationship between love styles and motives, as well as to design a three-part teaching strategy to enhance cognitive (educational) and professional motives and general intrinsic motivation through strengthening dominant motives. The combination of qualitative and quantitative methods can be considered as a research methodology in its own right and called a mixed-methods approach. It is quite popular in education among practitioners, because "mixed-method research designs are becoming increasingly relevant to addressing impact research questions"[3]. On the one hand, qualitative methods provide sufficient depth, methodological flexibility and deeper understanding of the level of intervention based on the opinion and voices of participants. On the other hand, quantitative methods help researchers to collect data from a large number of participants, thus to generalise the findings to a broader scale.

The surveys have been conducted on the basis of two diagnostics to determine student

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motivation through love styles in correlation with types of motives. The first is based on a famous typology of "love styles" designed by a Canadian psychologist and sociologist J. A. Lee. It differentiates six love styles [6].

The second diagnostics allows us to determine dominant motives of the students who experience a feeling of love. For this purpose, we have chosen the one by A. A. Rean and V. A. Yakunin, modified by N.Ts. Badmaeva. It divides motives into communicative, failure avoidance, prestige, professional, creative self-realisation, cognitive (educational) and social [26]. These two diagnostics are considered to be time tested and reliable among psychologists. Moreover, they are also standardised, which facilitates the interpretation of findings. This means that they have a clear separation between love styles and motives with detailed instructions for their application. It makes them universal and adaptive for different target groups.

Study Design

Among three described and structured types of mixed-methods research design, the authors have chosen Explanatory Sequential design, as it involves distinct interactive phases: the collection and analysis of quantitative data followed by qualitative methods on the basis of the quantitative findings [27]. The study includes two stages. At the first stage the authors collected and analysed data. They have interviewed the students who experienced love, and determined the dominant love styles and motives. Google forms have been worked out for the convenience of conducting the surveys. The first survey on the love styles includes 42 questions, the second on the types of motives - 34. They are built around a one-to-five rating system, with one being low (being of minimal significance for the respondent) and five being high (being meaningful for the respondent). The surveys are designed in such a way that the question number corresponds to a certain diagnostic scale. Such a system makes it possible to identify dominant love styles and motives following the attached instructions. When analysing and interpreting the findings of the second survey, it is necessary to calculate the average number for each scale to understand the level of general learner motivation. The second stage of the study involves a comprehensive analysis of the obtained data and the relationships between love styles and motives. These findings formed the basis of supportive learning environment design aimed at enhancing cognitive (educational) and professional motives, as well as supporting general learner motivation.

Participants and Setting

The setting is the University of Tyumen, Russia. The participants are the students in their third-fourth year of study aged 20-25 majoring in Linguistics. The sample consists of 28 people (n=28). All the participants at the time of the study experienced a feeling of love and were in a relationship. The level of general learner motivation, its dependence on the type of love were measured in English classes.

Results

The first survey aimed to assess the dominant love styles has shown that there are three out of six possible. They are Ludus, Pragma and Agape.
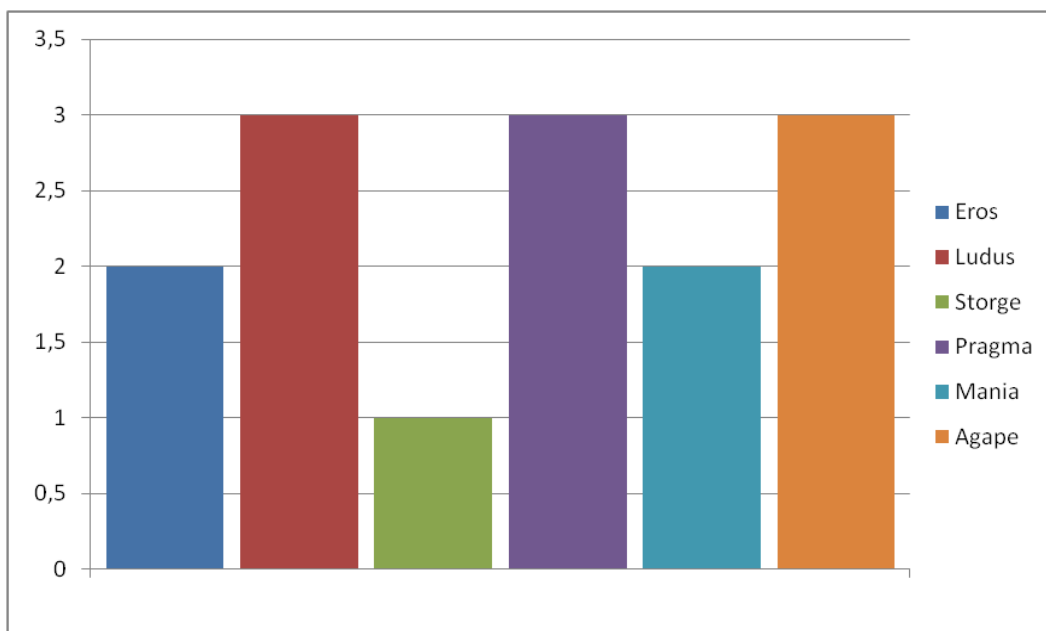
Fig. 1. Results of the first survey: Love styles quantitative distribution
Рис. 1. Результаты первого опроса: Количественные данные по стилям любви

The second survey aimed to assess the level of student motivation and dominant types of motives has shown that 51 percent of respondents (n=16) has below average or low level of motivation (Table 1). Among the prevailing motives the authors highlight the following: communicative, failure avoidance and social motives (Figure 2).
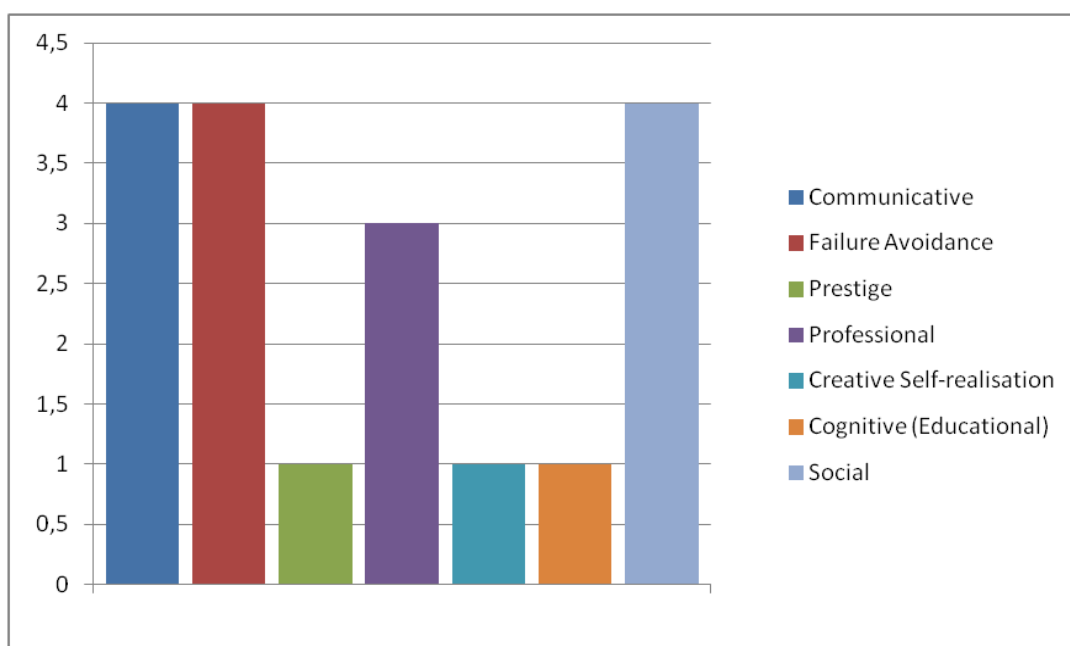
Fig. 2. Results of the second survey: Types of motives quantitative distribution
Рис. 2. Результаты второго опроса: Количественные данные по типам мотивов

Results of the second survey: The level of student motivation

Результаты второго опроса: Уровень мотивации студентов

| Respondents	Level of Learner Motivation	Average Numerical Value (5-the highest; 1 – the lowest)	%
Student 1	High	4.8	8
Student 2	High	4.7	
Student 3	Above average	4	41
Student 4	Above average	3.7	
Student 5	Above average	3.5	
Student 6	Above average	3.5	
Student 7	Above average	3.3	
Student 8	Above average	3.3	
Student 9	Above average	3.2	
Student 10	Above average	3.2	
Student 11	Above average	3.1	
Student 12	Above average	3.1	
Student 13	Below average	2.9.	32
Student 14	Below average	2.8	
Student 15	Below average	2.7	
Student 16	Below average	2.7	
Student 17	Below average	2.5	
Student 18	Below average	2.5	
Student 19	Below average	2.3.	
Student 20	Below average	2.3	
Student 21	Below average	2.2	
Student 22	Below average	2.1	
Student 23	Low	1.9	19
Student 24	Low	1.7	
Student 25	Low	1.5	
Student 26	Low	1.4	
Student 27	Low	1.4	
Student 28	Low	1.4	

These three dominant love styles reinforce inner impetus, namely communicative, social and failure avoidance motives. Love-game (Ludus) and love-profit (Pragma) encourage a person to communicate more or at least to find ways to start communication. Communicative and social motives are combined here because they complement each other, imply interest and focus on another person in the learning process and can affect professional motives to some extent. Love-selflessness (Agape) triggers a feeling of fear and a desire to avoid failure. Nevertheless, the

universities are intended to enhance cognitive (educational) and professional motives, since fundamental science is always developing and there is an increasing demand for professionals who are capable to solve urgent socio-economic problems. In order to ensure this, the authors need to rely on the existing communicative and social motives, providing students with educational tasks which are aimed at cooperation, collaboration and teamwork. In other words, it seems essential to introduce supportive atmosphere which Storge usually creates and proves to be underrepresented according to the results of the first survey.

In an effort to find the most appropriate strategy for enhancing motivation, the authors soon realised that one teaching method is not enough. It is necessary to develop a set of measures to support learner motivation. Within this context, we have worked out a three-part strategy involving intellectual stimulation, flexible assessment system and reflection. This model of supportive learning environment reflects the relationship between love styles, motives and teaching strategies. Its aim is to support communicative, social motives and to reduce failure avoidance.
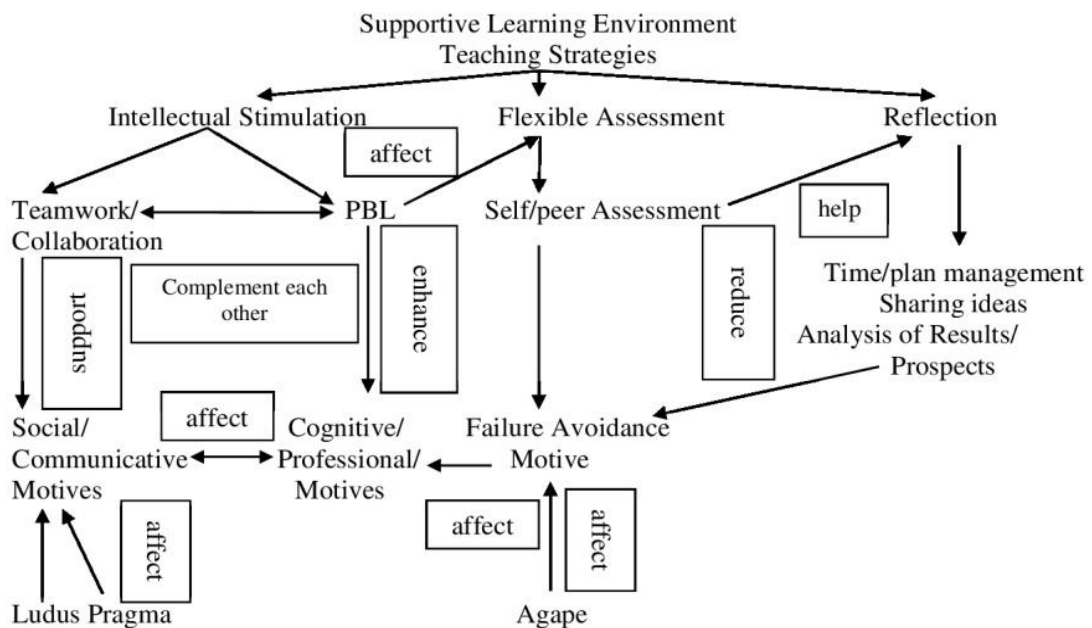
Fig. 3. Supportive learning environment based on teaching strategies streaming from dominant love styles and motives

Рис. 3. Благоприятная среда обучения, построенная на стратегиях обучения, обусловленных доминирующими стилями любви и мотивами

When designing classroom activities we start from the dominant love styles and the motives which they generate. We evaluate communicative and social motives, produced by

Ludus and Pragma, as positive ones. They need to be supported and developed. This is due to the fact that communication and teamwork skills, according to various modern studies, are essential

skills for the 21st century regardless of a workplace or lifestyle. They accelerate inclusion and adaptation processes in society, professional communities, and help to reveal one's full potential. Our task is to support these motives at a high level. Within the framework of modern education, it can be done through communicative tasks and PBL, perfectly complement each other. These types of learning have proven to be effective because they do not only encourage individual thoughts, but also include a meaningful context as well as social support from the environment. For example, problems in PBL reflect real professional tasks. They may be grouped according to the principle "from simple to complex" in order to track the increase of self-efficacy and create opportunities for success. An educator plays a significant role here. It is he, who facilitates the process of solving problems, provides students with supporting information in time for abstracting from a specific example and developing a broad base of mental models, action strategies and determines the level of his own intervention [28]. Thus, while designing together a common project or solving real-world problems, students perform their intellectual abilities in a meaningful context, enhance their intrinsic value and receive social and autonomy support in the learning process. In the context of our study, we examined intellectual stimulation through these activities because they encourage collaborative learning and provide constant communication. It can also be defined as one of the possible forms of support. Intensifying it, educators satisfy students' interpersonal needs [29]. Such a learning environment helps to increase interest in the future profession and integrate theoretical knowledge and practical experience. In addition to this, communication and PBL activities develop relationships between an educator and a student on the basis of subject-subject interaction, make them distributed and dynamic. Taking into

account their individual abilities and strengths, students can rely on the plan, examples, micro-goals presented by their teacher, while preserving their autonomy.

On the contrary, we evaluate failure avoidance motive, arising from Agape, as a negative one. It must be methodically reduced during the learning process. In educational, cognitive and professional activities, the feeling of failure avoidance prevents a person from achieving high academic results, career growth, promoting projects and new ideas, and self-revelation of one's total personality. To reduce the negative impact of this motive, we propose a flexible assessment system and reflective learning. Flexible system and open-ended inquiry activities, which fall very well in line with the main goals of PBL, allow the shifting of accent from avoidance goals to approach goals. Therefore, it is significant to introduce such learning conditions that would provide flexibility in choosing a learning approach and create a positive washback in testing. In addition to this, the activities aimed at reflection are also important and methodologically proven in the learning process. Reflection allows students to evaluate their strengths and role in a team, see different ways to achieve a result, analyse their achievements and prospects, as well as to have a grasp of time and plan management. Thus, as the picture shows, flexible assessment and reflection are introduced to reduce the negative impact of failure avoidance motive. Overall, competent and moderate usage of the described teaching strategies based on a complex relationship between dominant love styles and motives makes it possible to influence the growth of cognitive (educational) and professional motives.

Conclusions

The present study aimed to evaluate students' intrinsic motivation to studies, to

identify dominant love styles and their impact on types of motives in order to design a supportive learning environment. The results of the first survey demonstrated that there are three prevailing love styles: Ludus, Pragma and Agape. These ones generate communicative, social and failure avoidance motives in the students. It was proven with the second survey which also determined the level of general learner motivation. It can be described as below average and low (51 %). The surveys also gave a clue to the design of the supportive learning environment. It is based on teaching strategies and consists of three interconnected parts. Intellectual stimulation through communication tasks and teamwork sought to support communicative and social motives at a high level. These motives partly affect professional motives, but not at a desirable level. To solve this problem, the authors suggest implementing PBL for a number of reasons. Firstly, this type of learning supports communication and collaboration. Then, it includes a meaningful context and new knowledge naturally embedded into the existing knowledge system. Students demonstrate their intellectual abilities, complement knowledge system and strengthen interest in their future profession or social role. In addition to this, it increases self-efficacy and creates opportunities for success. Finally, it suggests a flexible assessment system which can be carried out not only by an educator, but also by oneself or peers. All this including reflection is to reduce failure avoidance motive. Reflective learning teaches students to see their strengths, opportunities, as well as to analyse their work, results and prospects adequately. This strategy shifts the focus from avoiding goals to setting and achieving them.

To sum up, the model is designed on the basis of quantitative and qualitative data and is to provide a supportive learning environment effectively because it has theoretical underpinnings and empirical evidence. It allows students to develop soft skills that are universal and necessary in a rapidly changing modern society. Another advantage is its adaptability to different disciplines. The hypothesis was partially confirmed as the next step in this research is the implementation of this model into English classroom activities which will provide empirical data. Our findings can be used by researchers as a basis for further investigation and by teachers as a foundation for determining how best to modify their learning environment to make it supportive and effective. It also provides a deeper understanding of transformation processes in education as well as the theoretical and applied knowledge about the impact of emotions on the learning process.

It is worth outlining that the sample size can be considered as one of the limitations of this study. It can prevent the results from being completely generalised. The other limitation is related to a particular department in the University of Tyumen – Linguistics. Despite these limitations, our study provides insight into the relationship between love styles and motives in the learning process. High adaptability of the described methods provides wide opportunities for scaling this experience and changing the qualitative characteristics of the learning environment based on quantitative data.

Among the possible research avenues, the authors can mention the following:

– the influence of different emotions on motivation and practical realisation of individual learning paths aimed at revealing and maintaining students' personal and cognitive potential based on their interests and abilities, developing their independence, initiative and self-esteem;

– exploration and understanding the category of agency and its impact on improving learning environments;

– a shift on focus towards education for individual development and self-sustainability rather than for commercialisation;

– reengineering of programmes, the educational infrastructure and creating prolific conditions for transprofessional education;

– other teaching strategies and techniques used to improve learning environment and the quality of education in order to create highly qualified professionals able to meet tomorrow's employment needs in a high tech economy, to overcome the qualification gap and to ensure rapid adaptation to modern challenges.

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Создание благоприятной среды обучения:
оценка влияния доминирующих стилей любви на мотивацию студентов

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Проблема и цель. *В статье исследуется проблема влияния эмоций на внутреннюю мотивацию студентов университета к учебе. Цель – выявить доминирующие стили любви, обосновать их влияние на внутреннюю мотивацию студентов к учебе и типы их мотивов для моделирования благоприятной среды обучения. Несмотря на то что со времени возникновения психоанализа неоднократно проводились различные исследования роли эмоциональных факторов в обучении, в настоящее время эмоциональная реакция на переживание любви недостаточно изучена в учебно-методической литературе и остается периферийной темой.*

Методология. *Методологическую основу исследования составили личностно ориентированный, средовой, структурный подходы к изучению личности, теория цветового круга любви (Дж. А. Ли), теоретический анализ и обобщение научных источников, количественные, качественные, диагностические и интерпретационные методы (Н. Ц. Бадмаева). Для достижения цели в сравнительно-сопоставительном контексте проведен аналитический обзор, направленный на выявление связи эмоций и внутренней мотивации учащихся, а также основных составляющих благоприятной среды обучения. Количественные и диагностические методы включают два опроса, используемые в качестве инструментов сбора данных. Качественные и интерпретационные методы позволили определить мотивацию учащихся через стили любви во взаимосвязи с типами мотивов, а также разработать трехчастную модель благоприятной среды обучения, основанную на стратегиях обучения. В исследовании приняли участие 28 студентов 3–4 курсов Тюменского государственного университета в возрасте 20–25 лет, обучающихся по специальности «Лингвистика».*

Результаты. *Посредством теоретического анализа и обобщения научных источников доказано, что эмоции являются значимым компонентом в формировании внутренней мотивации студентов к учебной деятельности, выявлены и описаны ключевые составляющие благоприятной среды обучения.*

Результаты диагностик и их интерпретационный анализ показали высокий уровень влияния стилей любви на внутреннюю мотивацию студентов к учебе, выявили статистически значимые связи между преобладающими стилями любви и мотивами. Доминирующими стилями любви являются Людус, Прагма и Агапе. Оценка уровня мотивации студентов и доминирующих видов мотивов показала, что 51 % респондентов (n = 16) имеют уровень мотивации ниже среднего или низкий. Среди преобладающих мотивов авторы выделили следующие: коммуникативные, избегание неудач и социальные.

Эти результаты позволили разработать и обосновать необходимость внедрения содержательной модели благоприятной среды обучения, основанной на стратегиях обучения. Авторская модель состоит из трех основных частей: интеллектуальное стимулирование, гибкая система оценивания и рефлексия. Эти компоненты, с одной стороны, обусловлены преобладающими мотивами студентов под влиянием стилей любви, с другой – способны усилить познавательные (учебные) и профессиональные мотивы. Предложенная модель эксплицирует конфигурацию связей стилей любви, мотивов и стратегий обучения и визуализирует глубинные смыслы благоприятной среды обучения.

***Заключение**. В заключении обобщается влияние стилей любви на внутреннюю мотивацию студентов к учебе, обосновывается необходимость внедрения и апробации разработанной модели благоприятной среды обучения, которая, по мнению авторов, позволит сформировать устойчивую мотивацию обучающихся к учебе, повысить познавательные (учебные) и профессиональные мотивы.*

***Ключевые слова**: стили любви; типы мотивов; мотивация студентов; стратегии обучения; благоприятная среда обучения; PBL; система оценки; рефлексия.*

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