

PSYCHOLOGICAL FEATURES OF MOTIVATION AND ATTENTION IN
DIGITAL LEARNING ENVIRONMENTS

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Annotation

This article explores how motivation and attention operate within digital education settings. It highlights the challenges of maintaining focus, cognitive engagement, and self-discipline in virtual classrooms. The study identifies intrinsic motivation, gamification, and self-regulated learning as key psychological drivers of success in online education.

Keywords: digital learning, motivation, attention, cognitive load, self-regulation, e-learning psychology.

Main Part

Digital learning has transformed the psychological dynamics of education. While it offers accessibility and flexibility, it also challenges students' ability to sustain attention and motivation. The abundance of stimuli in digital platforms often leads to cognitive overload and distraction. Motivation in virtual learning environments depends on goal orientation, self-efficacy, and feedback. Interactive tools and gamified elements increase engagement by appealing to intrinsic motives such as curiosity and competence. However, the absence of direct social presence can reduce accountability and focus.

Psychological interventions—such as time management training, goal setting, and feedback loops—help learners maintain concentration. Teachers should balance technological innovation with cognitive simplicity to avoid mental fatigue.

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