Humanities Studios:
Pedagogy, Psychology, Philosophy
Vol. 13, No. 1, 2025
Journal homepage: https://humstudios.com.ua/en
UDC 37:17.023.3
DOI: 10.31548/hspedagog/1.2025.70

Minimal effort: The key to effective learning and goal attainment

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Abstract. The study focused on the interaction between the learning environment and activity as a system, exploring questions such as: why learning is necessary, how scientific knowledge should be approached, what outcomes may arise from either the pursuit or avoidance of education, and how to achieve the desired result so that discipline, as thoroughness, transforms into self-discipline. The author conducted an in-depth analysis at the intersection of philosophy, psycholinguistics, and pedagogy. This approach enabled the identification of two key functions: the explication of a scientific worldview and the revelation of the concepts underlying organised consciousness, embedded in the ARC triangle, which differentiates between the notions of "affinity", "reality", and "communication". This study aimed to demonstrate how various types of human activity shape personality through communication and learning – a process that enhances not only communicative abilities but also cognitive capacity and personal development. The research employed several methods, including distributive analysis (used to determine the compatibility of ARC triangle components within different contexts), and modelling – not as a mathematical computation of systems, but as an artificially constructed, abstract, and idealised representation used to simplify and replicate an object in varied learning scenarios and the understanding of actions and their consequences. The model was also interpreted as a sign (a geometric representation of the conceptual triangle). The article examined the activity-based attitude of the information consumer (pupil/student/applicant) towards the tools of mixed communication, which extends beyond social or ethnic identity and operates through vocal, visual, and tactile channels. The empirical findings demonstrated that individual consciousness, modes of thinking, and the principles of communication are enduring truths that must be observed in the process of acquiring new experiences. A comprehensive perspective on learning and personal development was proposed, integrating various elements such as the competency-based approach, the concept of affinity, motivation, and more. The analysis explored how to foster personal qualities, build social connections, and achieve success by engaging the psychological mechanisms that underpin contemporary human behaviour

Keywords: affinity; communication; frame; ARC triangle; competency-based approach; learning

Received 10.11.2024 Revised 01.02.2025 Accepted 27.02.2025

Suggested Citation:
Vakulyk, I. (2025). Minimal effort: The key to effective learning and goal attainment. *Humanities Studios: Pedagogy, Psychology, Philosophy*, 13(1), 70-82. doi: 10.31548/hspedagog/1.2025.70.

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Introduction

When referring to the mental lexicon, what is meant is a kind of internal dictionary or database within the human brain that contains all the lexical information required for communication. This mental dictionary has two main components: the operational and the semantic. The operational component is responsible for the rapid processing of language information. It allows for the immediate recognition of word and phrase meanings, the construction of sentences, and the conduct of dialogues. It functions much like an automatic mechanism that enables effortless communication. The semantic component, on the other hand, is responsible for the deeper understanding of language. It is based on general knowledge about the world, experience, and associations. Thanks to this component, one can understand not only individual words but also their contextual meanings, as well as engage in complex reasoning and information analysis.

The mental lexicon is a complex and multifaceted mechanism that underpins language comprehension. It serves as the foundation for effective communication. It is important to consider how this mechanism functions within the framework of the competency-based approach to learning. When analysing the competency-based approach as a modern educational concept, the focus is on pupils'/students'/applicants' acquisition of knowledge and the development of practical skills necessary for a successful life in society. Within this concept, "learning" encompasses the formation of a broad set of personal qualities that enable students – and later, future professionals – to address various tasks and challenges effectively, make informed decisions, collaborate with colleagues, reflect on their performance, identify errors, and seek ways to correct them.

As demonstrated by studies conducted by P. Madzík *et al*. (2025), H. He *et al*. (2025), and C. Nguyen *et al*. (2025), there exist comprehensive models – effectively functioning, for instance, in management education, the development of educational standards, or academic training – that highlight the importance of integrating various motivational factors into a unified system. According to K. Palshkov *et al*. (2024), in the context of modern business, success often hinges on an organisation's ability to effectively motivate its employees and create conditions conducive to their professional development. When appropriate conditions are established – conditions in which individuals feel valued – they are more likely to realise their potential and act with social responsibility. In today's world, where efficiency and productivity are defining factors of success, the issues of motivation and management play an increasingly crucial role. This underscores the relevance of the competency-based approach in education, which goes beyond the acquisition of knowledge to include the development of practical skills necessary for thriving in society (Basiuk & Dobroskok, 2023). Such an approach enables pupils, students, and applicants to better prepare for the demands of the modern world, where the ability to apply theoretical knowledge in real-life contexts is highly valued (Bahno & Serhiichuk, 2023). As a result, all stakeholders benefit – educators, graduates, and future employers alike.

The study aimed to explore how contemporary approaches to education – particularly the competency-based approach and the concept of affinity – contribute to personal development and preparation for the challenges of the modern world. It also sought to examine the importance of motivation and incentives in the learning process. The objectives of the research were as follows: 1) to characterise the competency-based approach to education and to highlight its significance for personal development through generalised interpretations of the concept of the mental lexicon; 2) to examine the concept of affinity in a historical context and to demonstrate its transformation over time, exploring the evolution of the term and its connection with philosophical ideas; 3) to illustrate the interrelationship between learning, desire, behaviour, motivation, and incentives, recognising that learning is a process

influenced by multiple factors; 4) to investigate how the goal of effective learning can be achieved while minimising personal effort.

Literature Review

Initially, the concept of affinity was understood as a philosophical reflection on the nature of knowledge and language (Heidinger & Onea, 2021; Onea, 2024). Over time, it underwent transformations and came to be considered a sense of closeness, attachment, or identification between people, groups, or an individual and an idea (Marcelo-Martínez & Marcelo, 2022; MacArthur *et al.*, 2022; Brevik & Holm, 2023). Gradually, this concept evolved into a space of affinity – affinity in communication, affinity in social networks, technological (virtual and physical) affinity, affinity of time travellers, micro-space coding, and other heterotropic spaces (Gee, 2004; Trinder, 2017). However, its roots can still be traced back to ancient Greek philosophy. In a sense, it can be seen as a reflection of the Greek concepts of "grasping" and " the grasped", introduced by Plato and Aristotle. The former term implied the process of knowing and understanding, while the latter was the result of this process, namely knowledge (when learning something new, one attempts to "grasp" the object of study from all sides). Also, in the context of interpreting "affinity", one can recall the Stoics' "nominal things", which were grounded in *sapientia*, *fortitudo*, *iustitia*, and *temperantia* – implying that in acquiring knowledge, one must be aware of its purpose, assess personal capabilities, possess inner strength, and maintain control over all stages of the learning process.

It is important to note that affinity has not been a static concept. It has evolved and undergone significant changes throughout a person's life, influenced by various factors such as individual intellect, experience, and interactions with others. Building harmonious relationships, which contribute to success in various aspects of life, is also a key factor (Sletten *et al.*, 2015; Gee, 2017). Therefore, as A. Wigfield & J. Eccles (2000) point out when discussing motivation, it is crucial to have a deeper understanding of different contexts and be able to analyse their impact on learning productivity.

Traditionally, philosophy – viewing thought as a striving towards understanding – has distinguished three stages of human development, often mapped onto the figures of Hesiod's Prometheus, Aeschylus' Prometheus, and the notion of freedom of conscience. In Hesiod, Prometheus is a Titan who steals fire from the gods to give to humanity, symbolising the human aspiration for knowledge and independence. Over time, the individual's desire for knowledge is accompanied by the growing awareness of their creative capacity and potential to shape the world. Hence, Aeschylus' Prometheus is no longer merely a rebel but also a martyr, suffering for his convictions and embodying the strength of the human spirit. In the third stage, the individual reaches the highest level of development. They not only possess knowledge and skills but also understand the responsibility that comes with them. Freedom of conscience thus represents the capacity of a thinking being to determine their own moral principles and live accordingly. This philosophical concept reflects the evolution of human consciousness – from helplessness and dependency to knowledge, creativity, and ultimately, freedom. Freedom of conscience emerges as the pinnacle of this journey when an individual becomes the rightful master of their own destiny and is accountable for their actions. It is a struggle for individuality, independence, and selfexpression, with each of the three stages marking a significant step along this path.

M. He & X. Zhang (2023) write about how the dynamics of thought have influenced the relationship with affinity. Research by J. Liu *et al.* (2022) demonstrates analytical explanations of the evolution of affinity, the formation of consensus through social influence or social noise. An Australian team of researchers, A. Martin *et al.* (2025), emphasises that affinity is a fundamental psychological need and that effectiveness can only be achieved through full interaction with

others, as in the chain "teacher/lecturer motivation" to "student/applicant motivation" and ultimately to "employer motivation". Consequently, the possible configurations of affinity expand significantly when elements such as self-efficacy, internal and external motivation, and mutual engagement are taken into account (Wigfield & Eccles, 2000; Sachse, 2024).

Historically, labour provided psychological release and became a core value – this is how *homo naturalis* began to assert itself. And success generated sources of wealth and economic independence. An individual who decided to break free and make their own choices bore responsibility for their actions and gained significantly more. The greater the knowledge, the greater the interest and the desire to do something. Achieving positive learning outcomes correlates not only with desire and behaviour but also with specific stimuli, which generate an image and a plan. An image represents accumulated and organised knowledge, while a plan presents an algorithm of actions and organised human behaviour. There can be many modes of activity and facilitating conditions. This dictates a mode of understanding nature to the individual. However, consistency and subordination in a strict terminological sense are crucial. In A. Sujoldzic's (2009) psycholinguistic dictionary, the concept of "minimal effort" is presented. The law of least effort is reflected in how a person expends their efforts to achieve a specific goal. At each stage, a certain balance of minimalism is established: between the needs of communication as a general sphere of social life, which leads to optimisation in any communication; between the formation of behaviour, unique in its manifestation from the perspective of acquiring knowledge; and between consciousness and thinking, regulated by the brain, to reflect a certain image of any subject. Physiologically, the human brain is structured so that networks of neural cells connect, receiving information from various sources. This activates memory.

In today's rapidly changing and information-rich world, effective learning is a key factor for success. However, as M. Khine (2024) points out, another side of the coin is often overlooked: learning requires significant effort and time, which can lead to a loss of motivation and interest. Fortunately, some strategies minimise the effort required for learning and help achieve significant results. As noted by I. Vakulyk (2022) and S. Anayat & G. Rasool (2024), it is often essential to focus on a core idea, concept, or piece of information – a central attribute of cognition; to develop both a minimum and a maximum learning plan, which enables consistent progress without settling for partial success; to maintain self-discipline and persistence; and to find an internal drive – in other words, to answer the question: why am I doing this? In such cases, artificial intelligence often provides valuable support, bridging countless steps to make learning more efficient and enabling success with minimal effort (Blut & Wang, 2020; Del Giudice *et al.*, 2023; Marvi *et al.*, 2024). Knowledge, after all, is not merely a mode of human existence – it now encompasses new practices, technologies, skills, and mapped experiences.

Materials and Methods

This article presents the methodological approaches used to investigate the effectiveness of learning. The primary focus is on the integration of comparative analysis of motivation models (e.g., the ARC triangle and the hexagon) and the interpretation of philosophical concepts related to the thinking process. The role of abstraction and the use of existing models in forming a holistic learning system is explored. The effectiveness of learning largely depends on the ability to abstract from secondary details and the capacity to utilise existing models. Therefore, a holistic learning system is presented through the lens of affinity, the reality of being, and dialogue embedded in the communication process. The use of this approach allowed for the identification of key factors necessary for applying theoretical knowledge in practice.

The study utilised methodologies and concepts proposed by other authors, including

E. Tucker (2025) (the method of analysing literary sources to gather information and form the theoretical basis of the research), D. Morey & T. Frangioso (1997) (the method of observing the behaviour of the subject, modelling, and systematisation), and René Descartes (philosophical ideas on the analysis of the thinking process and its impact on learning, as knowledge management depends on social interaction). The architecture of the article involved a systematic analysis of traditional interpretations of communicative strategies and contemporary approaches relevant to learning practices. The study examined modern trends introduced in the context of "affinity": the theory of expectation and value of motivation, first proposed at the turn of the century in the research of A. Wigfield & J. Eccles (2000); the psychological approach of R. Sachse (2024); informal and goal-oriented learning as discussed by R. Trinder (2017); knowledge management by R. Marvi *et al.* (2025), related to new technologies; argument structures developed by E. Onea (2024); and motivation as a science in the contemporary reading of M. Khine (2024).

This study employed the general scientific method of formalisation, as the described ARC construct correlates with functional and substantive knowledge, materialised on the foundation of competency-based learning. When learning motivation exists, practice finds its reflection. This means that each element of the ARC model contributes to the development of specific learning competencies. "Communication" facilitates the exchange of information and establishes a set of "rules" for conducting discussions; "reality" is formalised through simulated professional situations or a system of tasks that can generate manifestations of reality; and "affinity" accumulates a specific set of criteria necessary for assessing the motivation of pupils/students/applicants. This formal approach is not limited to a specific field of knowledge but is used as a universal methodological tool for processing and interpreting information. On the other hand, the logical connections between the three main components of the ARC triangle generate new knowledge that can be encoded in the form of formal schemes.

Another method proposed in this research is abduction, as a probable explanation, based on understanding the logical semantics of the term "affinity" within the learning context. When there is emotional dependence, interest stimulates motivation, the value of affinity for personal development is realised, and the ability to communicate is necessary for the community. The metalanguage of the research became *lingua mentalis*, which formed deep meanings and developed a logical connection between communication, the reality of information perception, and the "harmony" of learning. When discussing mental language, it serves as a conceptual tool that helps achieve an understanding of "affinity" – a language of terms, constructed on grammatical rules, for describing and analysing the learning process. In this way, an attempt was made to go beyond superficial description and penetrate the essential reading of the secrets of effective learning with the involvement of minimal effort.

Results and Discussion

Affinity and the factors of learning optimisation

In her research on learning effectiveness, E. Tucker (2025) suggests considering the strategic approaches of the American Productivity and Quality Center (APQC) human resource planning and using four factors (processes, people, technologies, and time) that determine the effectiveness of the motivation function in modern organisations. In a survey, as E. Tucker (2025) notes, 300 L&D managers from around the world participated. It was found that successful organisations create a culture where learning is a continuous process, employee development is encouraged, and opportunities for lifelong learning are provided. Managers at all levels actively support the development of their teams, acting as mentors and creating conditions for professional growth. Employees are motivated to learn because they see value in it for their personal and professional development. Workers also actively share their

knowledge and experience and participate in collaborative practices and other forms of information exchange. Therefore, knowledge gained in the learning process is effectively applied in practice, for example, to achieve business goals. Technologies allow adapting the learning process to the individual needs of each learner, considering their learning pace, information perception style, and interests. Thus, it can be said that learning is accessible to employees anytime and anywhere. And, of course, the speed of these reactions is influenced by a catalyst, encapsulated in the term "learning culture".

D. Morey & T. Frangioso (1997) propose not four, but six principles of effective learning, which are necessary for "aligning education", and accordingly, this concept is encoded in a hexagon. This can be viewed as a tool for analysing and visualising learning motivation from various perspectives. Each of the six sides of this figure can represent a separate motivational factor or aspect that influences engagement and success in learning. These are the intrinsic and extrinsic, social, cognitive, emotional, and practical aspects of motivation. When intrinsic motivation is present, a person feels engaged in the process, they are interested, they see meaning in learning, and they enjoy expanding their knowledge and skills. Extrinsic motivation involves the desire for a favourable evaluation or praise. This is the influence of external factors, sometimes independent of the individual. The social motivation aspect reflects the influence of the social environment (e.g., being recognised within one's group, receiving support from peers, or meeting the expectations of parents or teachers). As for the cognitive aspect, it is not just a surface-level "desire for knowledge and understanding". It is the ability to find answers to interesting questions and to understand complex life concepts. The emotional side of learning can evoke positive emotions, such as curiosity, excitement, or satisfaction, which can contribute to engagement in learning, while negative emotions, such as fear, anxiety, or boredom, can reduce motivation. The awareness of the practical value of learning (for example, to get a new job, improve one's qualifications, or succeed in one's career) creates a background learning environment that will contribute to everyone's achievements.

The study adheres to the ideas of the simplest motivation model proposed by I. Vakulyk (2022), which is "encoded" into the standard ARC triangle – the "affinity" triangle. Affinity is a key factor in successful learning. This means that individuals who feel connected to the learning process are likely to be more motivated, making the learning more effective. There are many different motivation models, each offering its own set of principles and factors. It is important to consider both individual needs and the general factors that influence motivation, namely: intrinsic motivation (interest and enjoyment from learning), extrinsic motivation (grades, praise), social motivation (influence of the environment), cognitive motivation (desire for knowledge), emotional motivation (positive emotions), and practical motivation (recognising the value of learning). Additionally, the interests of students/employees should not be overlooked in order to enhance their motivation. It is also important to consider technologies, which play a crucial role in optimising learning, and the learning culture – as they impact the effectiveness of the process itself.

Effective learning: From concepts to dialogue

Behind every word lies not only its literal meaning but also an entire world of associations and images linked to it in human consciousness. This world of associations and images is called a concept. Concepts shape thinking and influence how the surrounding world is perceived, representing a mental structure that unites knowledge, experience, and emotions. They are dynamic and can change depending on cultural context and individual experience. The communicative space is a vast niche for interaction, with the conceptosphere serving as a kind of framework that structures this space and defines the rules of engagement for the participants in communication. The

conceptosphere influences which ideas are accepted or rejected and how they are understood. In the current context of learning (in a broad sense), it cannot be merely formal and institutionalised. The focus should be on creating conditions for learning and proposing effective processes to address educational situations.

To avoid directive teaching and receiving mere "closed" question responses from teachers/lecturers and to prevent passivity, it is essential to allow students/pupils/applicants to express their own ideas and listen to their viewpoints. It is important not to fear falling behind with the curriculum. In situations where time is limited, but the material (even if difficult to grasp) needs to be delivered, the lecturer can focus, rally the students, and the essence of the topic can be presented quickly, concisely, and uniquely. Thus, through empathy, bridges are built towards correct solutions and accurate answers.

The formation of cognition and the dependence of learning on teaching have a long history in modern education. Ideas and concepts are easier to implement when there is a tool for understanding. If a student (or pupil, or applicant) uses a familiar context during learning, they can facilitate memorisation, as the "mnemonic" of ideas is stored in the brain and activates existing knowledge schemas. Focusing on the monolithic nature of an idea, on playful-soft or strict presentation, depending on each specific case, and the conciseness of explanation, embodied in geometric miniatures (mostly from personal teaching practice), helps to form tools for management. When ideas and concepts are accepted and found useful, an exchange begins – this is another tool – the tool of implementation. Eliciting an emotional response is always possible through dialogue, as it is a fundamental human skill. Thus, the first component is communication. When an imposed channel of communication creates fabrications and deception, hatred arises, and communication channels are immediately destroyed. The ability to engage also contributes to success in learning. The lecturer needs to develop a universal tactic for their actions, and create a special management mechanism, i.e., decide how to implement their influence to ensure understanding. Functional management elements can be employed. For example, when studying modern scientific terminology, Latin translations of classics, and relevant use of *sententiae*, a higher score can be awarded for agility; accuracy of translation based on personal experience, developed grammatical skills for recognising morphological and syntactic structures, or task completion using technical means – "who is faster". That is, to find the most important factor (external or internal) that will interest the interlocutor. Collective work can also be directed by "dropping" interesting information.

Communication and interest lead to realisation. Phrases like: "I can independently (or with help) understand the topic", "I can translate", "In classes on other disciplines (e.g., anatomy, physiology, surgery, or pharmacology), I skilfully used the Latin terms I had already learned", "And in history (or philosophy), we recited familiar catchphrases of ancient Greek philosophers and Latin masters of eloquence", "How respectfully my parents observed at home as we learned the student anthem". A series of such convincing phrases, contributing to success, albeit minor, instils faith in one's abilities and the necessity to continue acquiring new skills. Children see concrete realisation, extrapolated not to "something vague", "just because", or "because everyone learns that way", but into the reality in which they live. This forms the second component, which is reality.

As for affinity, the third and most essential component of learning, it should always be prioritised. The main goal is to establish a kind of harmony (or perhaps selectively capture, transform, and support interest, contributing to success; forming a sense of closeness; create an emotional resonance – this synonymous series of definitions can be continued indefinitely). It is only necessary to raise one vertex, and the other two will become higher. And the higher the other two vertices of the triangle are, the higher the figure itself will be. This is the simple yet complex

architecture of the proposed triangle. Thus, a cause-and-effect relationship of unity is established, encoded in the so-called ARC triangle (Affinity, Reality, Communication), which should be used in the educational environment.

The affinity triangle concept

The diagram (Fig. 1) details the author's proposed concept. The key figure in the diagram is a triangle, with each vertex having its own concise name – "communication", "reality", and "affinity". These three vertices are interconnected: strengthening one influences the other two, creating a harmonious learning system. There are also two other elements – circles of different colours – which symbolise levels of knowledge and the interaction of all components. Thus, the purple (inscribed) circle, *locus situs*, represents a specific moment of cognition or circumstances – a local situation. The large (outer, orange) circle represents a broader learning context, embodying social interaction, hence its name, *locus standi*. The key concepts surrounding the triangle are "concept sphere", "learning and thinking", and "cognition, ideas, transformation", which could also be vertices of another triangle. The proposed visualisation illustrates the above-mentioned idea that effective learning and cognition are possible only with a balance between affinity, reality, and communication.

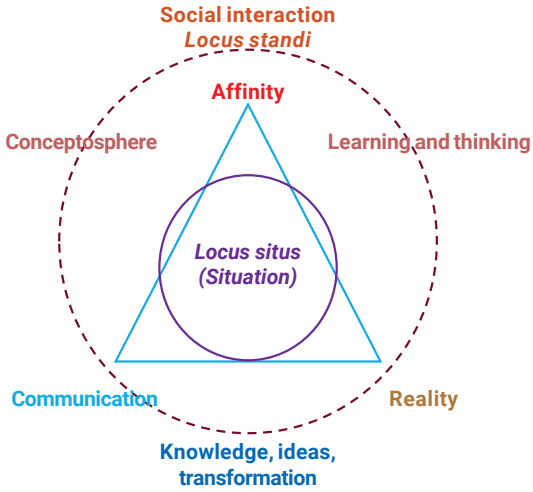

Figure 1. *How the ARC triangle influences learning forms and methods*

Source: *developed by the author based on observations and personal research*

The interpretation of affinity is similar to Descartes' *Cogito, ergo sum* in the context of the scientific worldview, as it is the individual who must control history in all its dimensions and create their own, adhering to the rules of existence and not accepting judgments that personally have not yet been understood. Just as cognition has its rational origin and ratio, so too can quantitative changes transform into qualitative ones, only by developing and transforming, replacing existing categories and altering them. The study does not provide a chronological slice of so-called affinity but defines it through the lens of three unities, describing both external and internal factors of coexistence. If ARC are considered as segments and points of connection between three wholes, depending on the "classification" of the lengths of the sides, then the triangles may "compete", surpassing one another concerning each other. The triangle can also be inscribed within a circle, just as the triangle can become a part of the circle – the Universe. This leads to entirely diametrically

opposed reflections on cognition, truth, and ideas – *Meditationes de cognitione, veritate et ideis*. The smaller circle represents a specific situation, a sort of *locus situs*, while the larger circle, superimposed onto the plane of the triangle, represents social interaction, allowing the integration of *locus standi*, *locus conjecturis*, and cosmology.

There are vast layers of information scattered throughout the conceptual framework of consciousness. It is necessary to be able not only to find them but also to grasp (take) them, to apply them associatively, to "sketch" a picture of the world in which the individual coexists with values, norms, priorities, traditions, etc., identifies with cultural patterns and subordinates their own life activities to certain forms of communication. Of course, the proposed affinity frame triangle can be changed – that is what frameworks are created for, to improve and refine them while adhering to the structure. According to the laws of dialectics, there are objective reasons for the change of any system. Just as good begets evil, and light emerges from darkness, so the sides of affinity can be not only a whole but also opposites, or mutually exclusive in their essence, and also different in quality. And any judgments, from the birth of an idea, would lose their right to exist if there were no subject of discussion, if people were completely indifferent to what to talk about and whether to voice an affirmative "yes" or "no".

Euclid, who proved that one side of a triangle is always less than the sum of the other two, fully accepted axioms not because they were provable and primary but because he could not move forward and grasp the depths of things without them. Euclid placed the proof of the principles themselves on others. Thus, there is a kind of affinity framework that shapes the competency-based approach to learning. And generating new interpretations is a matter for each individual: *Feci, quod potui, faciant meliora potentes*. Some might object that the ARC triangle has too few starting points, so-called decisive points (vertices of the triangle), which are the starting points for creating internal and external conditions for forming a positive attitude towards learning and the importance of motivation in learning. It is undeniable that other geometric figures can be generated from a triangle, but then the models of concepts and feedback of communicative connections that affect the results of personal development, guaranteeing success and professional growth, will also be different. The proposed triangle demonstrates the balance of three key elements (emotional connection to learning, reality of practical application of knowledge, and interaction of communication and exchange of ideas), from which it follows that effective learning cannot be reduced to a single factor. The entire learning process is a dynamic and harmonious system in which a change in one element affects the others.

When examining the concept of "affinity" within its historical context, it is crucial not to overlook the so-called parallel studies, which align with world-renowned philosophical ideas. This approach allows one to see how the idea of affinity has developed and been interpreted by various thinkers throughout history. For example, Plato, in his theory of forms, spoke of the existence of ideal entities to which human souls feel drawn. This can be seen as a kind of affinity between the soul and the world of ideas. Aristotle, on the other hand, explored friendship and other forms of interpersonal relationships based on mutual sympathy and respect. He also wrote about the affinity between people who share common interests and values. That is, even from the very beginning of this issue, there were different perspectives on its illumination. However, what is common to all these studies is that affinity is understood as a deep connection between people based on mutual respect, sympathy, and understanding. It is also important to note that the concept of affinity is not limited to interpersonal relationships. It can also relate to a person's attitude towards nature, be defined by a cultural area, influence the world of ideas, and so on. This idea is vividly demonstrated by the ARC triangle model, created based on observations and personal research, where the key segments

are declared by the concepts of "affinity", "reality", and "communication".

The philosophical interpretation of "congenial labour" is also significant. Achieving even minimal success is possible only through psychological liberation. Success in labour generates sources of wealth and economic independence, and individuals who choose to step out of their comfort zone and make their own choices always gain significantly more. By visualising the necessary images, they create stimuli and strive to adhere to them, developing an algorithm of actions so that their actions are organised and knowledge is disciplined accordingly. That is when discussing a sense of affinity, a deep meaning is embedded in its interpretation: a responsible attitude towards learning, which generates new horizons for forming one's own worldview, developed communicativeness (as self-expression), and the ability to think critically. All of this helps to build strong and harmonious relationships based on shared interests, sympathy, or mutual understanding.

Conclusions

Based on knowledge of the world, experience, and associations, each individual can form their own mental lexicon, which is an important component of linguistic and communicative competencies. The lexicon, like a worldview, ensures rapid processing of linguistic information and a deep understanding of language. A developing individual who strives for new knowledge forms three types of awareness within themselves: communicative, informational, and cultural. Someone who constantly develops and seeks new knowledge expands their communication boundaries, and new words embracing new concepts and associations. This process is continuous and occurs throughout life. Thus, a developed mental lexicon is a dynamic tool for successful competency-based learning, which is constantly enriched and improved, ensuring the development of key competencies. It serves as a guarantee of success for a developed personality and provides the foundation for new knowledge.

Thus, the essence of learning involves minimal effort, as described above. There are certain secrets to achieving the goal of effective learning. Only active learning, which involves the practical application of knowledge and skills, the development of critical thinking (even if sometimes against oneself), and self-development, contributes to effectiveness in the ratio of internal needs and learning practices. The ARC triangle – the closeness of views and ideas – influences communication transformations, forms shared and individual cognition, which is defined in the learning process. This is the minimum that must be adhered to when mastering new forms and methods of learning. In this way, the importance of a comprehensive approach to learning and personal development is emphasised, and attention is focused on the existence of various factors that influence human behaviour.

The ARC triangle should not be viewed as an overly simple learning model based on interferences that arise in the process of communicative acts, but as a philosophical view of learning that emphasises the active role of the individual in the cognition process, the importance of emotional connection to learning, and the need to consider context. This concept encourages the creation of more flexible and integrated learning systems that promote personal development and the formation of critical thinking. The more volitional effort is demonstrated in the formation of cognitive mechanisms, the more positive will be thinking, perception of images and symbols, better memorisation, and intellectual programming of the brain.

The prospects for further research on this topic are presented according to the subject area of application: for educational purposes to build lecture structures or as material for practical classes; to illustrate the visual base of textbooks; as factual material for future dictionary entries in psychology and pedagogy reference books; for further philosophical interpretations of the scientific worldview and understanding of communication processes, didactics, and

the nature of speech and language itself; to be considered in the application of expert assessments on teaching tools and the formation of competency-based approach emphases. Further research on this topic may include an analysis of contemporary scientific developments, such as research in the fields of psychology, sociology, and anthropology, which also address the concept of affinity. In addition, a comparative analysis of different cultural traditions, which have their own ideas about affinity and its significance in human life, could be an interesting research direction.

Acknowledgements

None.

Funding

None.

Conflict of Interest

None.

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Мінімальне зусилля: секрет ефективного навчання та досягнення мети

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Анотація. Фокус дослідження полягав у взаємодії середовища навчання із діяльністю як системою: чому потрібно вчитись, як потрібно ставитись до вивчення наук, на які результати можна очікувати від бажання чи небажання едукації, у який спосіб можна досягти бажаного результату, щоб вишкіл як ретельність став самодисципліною. Автор провела глибокий зріз на межі філософії, психолінгвістики та педагогіки. Це дозволило окреслити дві основні функції – експлікацію наукової картини світу та виявити концепти організованої свідомості, закладені у трикутник ARC, який розрізняє поняття «афініті», «реальність» та «спілкування». Метою роботи було презентувати, як різні типи діяльності людини формують особистість у процесі спілкування та навчання (не лише удосконалюються комунікативні навички, але й пізнавальні можливості та особистісне зростання). Використано такі методи, як дистрибутивний аналіз (спрямовано на встановлення сполучуваності складових ARC triangle у можливих контекстах), метод моделювання не як математичний розрахунок систем, а штучно створений абстрактний та ідеалізований образ спрощеного відтворення об'єкта, екстрапольованого на різні ситуації навчання, пізнання наслідків та дій, а також модель як знак (геометричне зображення концептуального трикутника). У статті розглянуто діяльнісне ставлення споживача інформації (учня/студента/абітурієнта) до засобів міксованої комунікації, яка не обмежується соціальною чи етнічно ідентичністю, а пролонгується каналами вокально-візуально-тактильного зв'язку. Фактичні результати дослідження довели, що індивідуальна свідомість, типи мислення та закони комунікації – це вічні істини, яких потрібно дотримуватись, набуваючи нового досвіду. Запропоновано комплексний погляд на навчання та розвиток особистості, поєднуючи різні аспекти: компетентнісний підхід, концепцію спорідненості, мотивацію тощо. Проаналізовано, як розвивати особистісні якості, як вибудувати соціальні зв'язки, а також як досягати успіху, використовуючи психологічні механізми, закладені в основі поведінки сучасної людини

Ключові слова: спорідненість (афініті); комунікація; фрейм; трикутник ARC; компетентнісний підхід; навчання