

MOTIVATION OF PSYCHOLOGY OF STUDENTS' EDUCATIONAL ACTIVITY

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ABSTRACT

In this article, the need for internal and external motivation of students in the higher education system, the definitions of motivation given by our scientists in the scientific literature, the definition of these definitions by our teachers in the pedagogical and psychological approach to students The results of achieving efficiency are given.

KEYWORDS: *Motivation, Student, Higher Education, Pedagogy, Psychology.*

INTRODUCTION

Motivational psychology is of particular importance for representatives of social-type professions in which the main object of labor is the person (doctors, teachers, managers, supervisors, etc.). In essence, an effective social interaction with a person (including socio-pedagogical interaction with a child, adolescent, youth) is not possible without taking into account the specific features of his motivation. Objectively exactly the same actions, there may be completely different reasons behind the actions of the person, ie. the sources of motivation for these actions, their motivation may be completely different. [1]

The problem of shaping the motivational sphere of the modern student personality remains one of the most pressing issues in the current era of social development in the age of digital technology. The growth of the personal approach of students to the educator aroused a deep interest in the motivational sphere of the individual, the factors, conditions and means of its formation in professional development. The problem of studying the motivational field of the student's personality requires the development of pedagogical information, textbooks. This is because the reassessment of the importance of many areas of values, the reconsideration of one's place in society, the assumption of responsibility for the results of life are hidden in the motives of the individual, not only in knowledge but also in their formation. also requires management.

The peculiarity of the study of the motivational sphere of the person is that recently among psychologists (KA Abulkhanova-Slavskaya, EP Ilyin, VG Leontiev, AK Markova VD Shadrikov and others) there is a growing interest in the motivation of behavior and personality. however, the question of the psychological nature of this phenomenon remains one of the most controversial issues and requires in-depth theoretical and methodological study. The need-motivation sphere of the individual has been and remains the focus of philosophers such as Aristotle, Kant, N.A. Berdyaev, R. Descartes, M. Montaigne, and Plato from the time of ancient Greek philosophy to the present day. G. Riker, K. Buhler, E. Thorndike, E. Spranger, Z. Freud,

K. Levin, and P.K. Anoxin, P.P. Blonsky, L.I. Bojovich, L.S. Vygotskiy, K.N. Kornilov, P.F. Kapterev, BC Merlin, I.I. Pirogov, I.A. Sikorskiy, A.A. In the scientific work of Ukhtomsky, foreign scientists A. Maslow, G. Allport, K. Rogers, great emphasis is placed on motivation. In domestic and foreign psychology, the category of “individual’s motivational domain” is often considered in the context of the individual.

Theoretical analysis and study of the field of motivation and motivation of the individual required the use of concepts and methodological bases. The theoretical analysis of the problem allowed to formulate a research hypothesis that the motivational sphere of the individual is a structural and holistic formation that determines the process of personal development in general.

[2]

Practical research has confirmed that a person’s motivational field is dynamic. The formation of the motivational sphere of the student's personality, his subordination to the means of adequate psychological influence is carried out through the targeted influence of psychological factors. The study identified psychological factors, conditions and means of shaping the motivational sphere of the student's personality in the period from the first to the fourth year, their dynamics.

The concept of motivation

There is a need for psychology to interpret more natural language concepts than other sciences - philosophy, physiology, cybernetics. Perhaps this motive is most clearly manifested in the concept of motivation. In the dictionary of "General Psychology" motivation is defined as impulses that stimulate the activity of the organism and determine its direction. Motivation is of particular interest to all people as a leading factor in regulating an individual’s activities, his or her behavior and activities. Often representatives of professions of a social type.

The word “motivation” was first used by A. Schopenhauer in his article “Four Principles of Sufficient Reason” (1900-1910). The term was then firmly established in psychological use to explain the causes of human behavior.[1]

With the similarity of the general approach to the understanding of motive in modern psychology, there are significant differences in some details and peculiarities of the definition of this concept. In fact, the very definition of the concept of “motive” raises a particular scientific problem. If we analyze the most characteristic definitions of a motive, we can see that it is considered in a generalized form as a stimulus that stimulates other components of activity, often related to need.

Some typologies and definitions of the motif:

D.N. Uznadze (1940): “In cases when it is difficult to meet the need, if the need is not met directly, it manifests itself in the mind of the subject in the form of a specific content. It is experienced by the subject in the form of a sense of protest, which includes moments of excitement and tension, and, objectively, in the form of the content of a particular subject that motivates action.

A. Maslow (1954): "Motive is expressed in the state of physiological imbalance of need ... The reaction of motivational behavior consists of actions aimed at overcoming the imbalance."

D. McClelland (1951): "Motive becomes a strong affective association, characterized by an expectation of a targeted reaction, and based on the past association of certain traits with pleasure or pain."

A. Vroom (1964): "Motive is the process by which an individual chooses to choose between alternative forms of voluntary activity."

K. Obukhovsky (1972): "A motive is a verbal expression of a goal and a program that allows a certain person to start a certain activity."

A.N. Leontiev (1966): "A motive is an object in which a need is defined and constitutes the content of its subject (perceived or only imagined, expressed)."

The general idea created on the basis of these definitions (and in general, they are many) is very vague, not the same: on the one hand, it determines the motive by need (A. Maslow), on the other hand, this motivation, with the understanding of purpose related (K. Obukhovsky). In this regard, A. Leontiev's definition in many respects concretizes the understanding of the motive, introduces it directly into the context of the activity, connects it with the main subject of the activity, but it seems that the motive is sub Full identification with the ect narrows its interpretation. Widely used incentives help to shape specific motivation. In practice, "writes B.F. Lomov, - often does not distinguish between the concepts of "motive" and "motivation". At the same time, these concepts are not the same. Some forms of labor incentives become a driving force only when this or that incentive becomes a motive. The general rule that motives are related to the category of "need" is not controversial in most cases, although sometimes there are inconsistencies here. Ideals, interests, personalities, beliefs, social relations, values can also be motives, but at the same time, behind all these reasons there is still the need for all the diversity of the individual (vital, from biological to higher social).

The term "motivation" is a broader concept than the term "motivation". In modern psychology, they define at least two mental phenomena:

a) a set of motives that trigger an individual's activity and determine his activity, ie a system of factors that determine behavior (this includes, in particular, needs, motives, goals, intentions, aspirations, etc.).

b) features of the educational process, the formation of motives, the process that to some extent stimulates and maintains behavioral activity.

Motivation can therefore be defined as a set of psychological causes that explain human behavior, its onset, direction, and activity. The idea of motivation arises when you try to explain, not act. It's "why?", "For what purpose ...?" is to look for answers to questions such as. Identifying and describing the causes of sustained changes in behavior is the answer to the question of the motivation of the actions that involve it.

Any form of behavior can be explained by internal and external causes. In the first case, the psychological characteristics of the behavioral subject serve as the starting and ending points of the explanation, and secondly, as the external conditions and conditions of its activity: [1,2]

- In the first case, they are about motives, needs, goals, intentions, wishes, interests, etc;

- In the second - talk about incentives that arise from the current situation.

Sometimes all the psychological factors that determine a person's behavior are called personal predispositions. Dispositional and situational motivation are then discussed as analogues of the internal and external definition of behavior.

Disposition and situational motives are not independent. Dispositions can be updated under the influence of a particular situation, and conversely, the activation of certain dispositions (motives, needs) leads to a change in the situation, or rather, perception by the subject.

An individual's momentary, actual behavior should be viewed not as a reaction to certain internal or external stimuli, but as a result of the continuous interaction of his or her tendencies with the situation. This suggests that motivation should be viewed as a cyclical process of constant interaction and change, in which the subject of action and the situation interact with each other, and the result is a behavior that can indeed be observed actions.

Motivation works as a continuous selection and decision-making process based on weighing behavioral alternatives. [3]

Motivation explains the appropriateness of actions, the organization and sustainability of holistic activities aimed at achieving a specific goal. Motive, unlike motivation, is something that belongs to the subject of the action itself, its stable personal property, which induces certain actions from within. Motive can also be defined as a concept that represents a set of dispositions in a generalized form.

Of all the possible dispositions, the concept of need is the most important. A need is a state in which a person or animal has a normal existence under certain conditions and needs them before they can develop. The need as a person's condition is always associated with a sense of resentment associated with a lack of what the human body (person) needs.

All living beings have needs, and this separates the living nature from the inanimate. Need activates the body, stimulates its behavior, is focused on finding what is needed. The quantity and quality of the needs of living beings depend on their organizational level, lifestyle and conditions, and the place occupied by the respective organism in the evolutionary ladder. Man has the most diverse needs, and in addition to his physical and organic needs, he also has material, spiritual, and social needs. As individuals, people differ from each other by the diversity of their needs and the specific combination of these needs.[4]

The main characteristics of human needs are power, frequency of occurrence, and methods of satisfaction. An additional but very important feature, especially when it comes to man, is the objective content of the need, that is, the sum of the objects of material and spiritual culture, with the help of which this need can be met.

In terms of motivational value, the second concept after need is the concept of purpose. A goal is a direct conscious outcome that is governed by an activity related to the activity that is currently being performed to meet the need.

Motivations (motives), needs and goals are the main components of a person's motivational sphere.

The motivational area of an individual can be assessed in terms of his or her development with the following parameters: breadth, flexibility, and hierarchy. The breadth of the motivational field means the qualitative diversity of motivational factors - the tendencies (motives), needs and

goals presented at each level. The more diverse a person's motives, needs, and goals are, the more developed his or her motivational field will be.

Flexibility. It is considered to be a more flexible motivational field, in which different levels of motivational stimuli can be used to satisfy a general (high-level) motivational impulse. For example, an individual's motivational domain is more flexible, and he or she may use more different tools than the other person, depending on the conditions for satisfying the same motive. For one person, the need for knowledge is met only through television, radio and cinema, while for another, various books, periodicals, and communication with people are also a means of satisfying it. The latter will have a more flexible motivational area.

Hierarchy is a specific feature of the structure of each of the levels of organization of the motivational sphere, taken separately. Some tendencies are stronger and more common than others; others are weaker and less updated. The greater the differences in the power and frequency of actualization of motivational formations at a certain level, the higher the hierarchy of the motivational sphere.

The motives of human activity are extremely diverse, as they arise from the various needs and interests that are formed in the individual in the process of social life. They are based in their highest forms on man's understanding of his moral duties, the tasks that social life poses to him, so that in their highest, most conscious manifestations, man's behavior is regulated by conscious necessity, in which he is truly understood. there will be freedom.

The sources of meaning that determine what is important and what is not important to a person and why certain objects or events take place in his or her life are a person's needs and personal values. They both occupy the same place in the structure of human motivation and in the creation of meaning: meaning for man is obtained through things, events, or actions that are related to the realization of any of his needs or personal values. These meanings are individual, not only because of the mismatch between the needs and values of different people, but also because of the specificity of individual ways of realizing them.

By focusing the needs, the inner world of the individual is entirely dependent on the outer world in which the person lives and moves. There is such a dependence, but in addition, the person has a certain base point that allows him to take an independent position in relation to the outside world and all its requirements. This support point is shaped by personal values.[2,3]

Personal values connect an individual's inner world with the life of society and individual social groups. Any social group - from the individual family to the whole of humanity - is characterized by a focus on certain common values: ideal ideas about the good, the desired, the right, the generalization of the experience of living together by all members of the group. The transformation of social value into personal value is possible only when a person, together with the group, participates in the realization of this common value and feels it as his own. Then, personal value emerges and takes root in the structure of the individual - the ideal idea of something that determines the direction of life and serves as a source of meaning. A formal attitude to social values does not lead to their transformation into personal values.

Needs and personal values enter a person's inner world in a completely different way. Needs are manifested in the inner world in the form of desires and aspirations arising from the 'I', more or less arbitrarily and therefore randomly. Personal values, on the contrary, are reflected in it in the

form of perfect qualities or ideals - images of the desired situations, which are experienced as an objective thing, not related to the "I". Unlike needs, personal values are not, first, limited to a particular moment, a particular situation; second, they do not attract a person to something from within, but attract him to it from the outside; objectivity, because any value is experienced as something. it unites with other people. Of course, this objectivity is relative, because even the most generally accepted values.

The motivational field can also stem from personal characteristics such as the need for communication (belonging), the motive of power, the motive of helping people (altruism), and aggression.[4]

Affiliation is a person's desire to be with other people, to establish an emotionally positive relationship with them. The opposite side of the motive of joining is the motive of rejection, which is manifested in the fear of rejection, which is not personally accepted by people you know. The motive for power is a person's desire to have power over, dominate, manage, and dispose of other people. Altruism is the desire of a person to selflessly help people, on the contrary - the desire to satisfy selfish personal needs and interests, regardless of the needs and interests of other people and social groups.

It also takes into account the strength and stability of the motives that make up a person's motivational sphere. A system of motives can be distinguished for different types of activities. For example, in the motives of educational activities can be distinguished common cognitive and specific things - interest in different topics of education.

A special place in the motivational sphere of the person is occupied by communication motives, which, on the one hand, are closely related to the motives of activity, because in the process of joint activity people inevitably enter into communication; on the other hand, they are closely related to behavioral motives that are not limited by scope of activity. Such close contact does not preclude their independence in the motivational sphere of personality.

The process of emergence and formation of motives usually includes social experience, personal experience, understanding it, positive successes in this activity, positive attitude of the social environment to this activity (this behavior).

The complexity of the problem of motivation determines many approaches to understanding its essence, nature, structure, as well as ways to study it. A review of the work of local and foreign psychologists shows that data have now been collected to identify some initial positions in psychology, as well as for a broader and in-depth study of motivational problems.

Motivation determines meaningful selection in learning activities. To ensure the effectiveness of teaching, the features of building and organizing the learning process at different stages of education should be appropriate to the motivational area of the student. Proper management of a motivational-based learning process requires conditions that reveal aptitudes and interests, taking into account the individual and professional abilities of the students. According to research, tested by T.Elers, T. I. Ilyina technique and A.A. Reana, V.A. According to Yakunin, the level of motivation for first-, third-, and fifth-year students to study at the university varies significantly. Thus, in the modern first-year student, passive motivation to study at the university prevails, the regression trend is in the second place, and the third level is occupied by the high level of student motivation to study. In the fifth year, students are dominated by a potential level of learning, and

in the second - a high level of motivation. High levels of motivation are, unfortunately, still rare, which is undoubtedly one of the main conditions for shaping the motivational sphere of a professional. For first-year students, the system of personal-value motives is distinguished as a means of activity, while for third-year students, social, professional and personal-moral motives prevail. The specific features of the means of psychological activity of students of different courses are determined in the form of relationships, motives, direction, focused attitude and pedagogical skills that determine the motivational area of the individual. An increase in the upper and middle levels of a person's motivational field, as well as a decrease and removal of a low level, have been experimentally proven. From the first to the fifth year, the motivational sphere of the student's personality identifies motives: fear of success and failure, education, career, life support, graduation, convenience, social status, communication, general activity, creative activity, social usefulness.

Learning motivation is the assessment of different aspects of the learning process of students, its content, forms, methods of organization in terms of individual needs and goals, which may or may not correspond to the learning objectives. It is necessary to create a mechanism to increase motivation for learning. This implies a set of ways and means of influencing the student by the teacher that motivate the students to certain behaviors in the learning process in order to achieve the teacher's (learning) goals, based on the need to meet the individual needs of the students.

Research in the field of motivation will continue in the research of modern psychologists, as the relevance of this topic is clear and of practical importance. It is necessary to study analytical thinking and skills in the structure of the motivational sphere of the individual.

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