

MOTIVATION IN THE STRUCTURE OF LEARNING ACTIVITY OF A HIGHER EDUCATIONAL INSTITUTION STUDENT

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Abstract

This article discusses the issues of forming motivation in the structure of educational activity of a student at a higher educational institution, the basic principles and factors influencing the quality of education. Effective methods and psychological mechanisms for the development of motivation and interest in educational activities are proposed. The main components of educational and cognitive activity that contribute to the formation of motivation to learn are considered.

Key words

educational motivation, subjective characteristics, moral and ethical motives, emotional and aesthetic motives, needs, interests, goals, incentives, motives, inclinations, attitudes, stability, variability of connections.

Learning motivation is a particular type of motivation included in learning activities and determining the student's need to acquire knowledge. What kind of motivation a student will develop depends on a number of factors, among which are the following:

- › building an educational system (existing levels of education, opportunities and prospects for moving from one level to another, opportunities to obtain education in a specific specialty);
- › functioning of a specific educational institution (school, lyceum or gymnasium), teaching staff; psychological atmosphere for teachers and students;
- › organization of the educational process (building a class schedule, dividing the academic year into segments - quarters or semesters, forms of intermediate and final control of student knowledge);

- › subjective characteristics of the student (age, gender, intellectual development, self-esteem, abilities, features of interaction with other students);
- › subjective characteristics of the teacher (primarily the attitude towards the student and teaching, as well as other characteristics);
- › specificity of the academic subject (the areas of knowledge it reflects, subjective difficulty for the student, features of teaching methods).

A general systemic representation of a person's motivational sphere allows researchers to classify motives. As is known, in general psychology the types of motives (motivation) of behavior (activity) are distinguished on different grounds, for example, depending on:

1. On the nature of participation in the activity (understood, known and actually operating motives);
2. From the time (extent) of conditioning the activity (distant - short motivation);
3. From social significance (social - narrowly personal);
4. From the fact of inclusion in the activity itself or those outside it (broad social motives and narrow personal motives);
5. Motives for a certain type of activity, for example, educational activities, etc.

An example of the manifestation of the first group of needs (motives) is the speech of a member of a production group in front of his comrades, aimed at changing its production activities. The needs and motives of the social plan itself are connected "... with the interests and goals of society as a whole...". This group of motives determines the behavior of a person as a member of a group, the interests of which become the interests of the individual himself. It is obvious that this group of motives, characterizing, for example, the entire educational process as a whole, can also characterize its subjects: the teacher, students in terms of distant, general, understandable motives.

Speaking about motives (needs) focused on the communicator himself, we mean motives "aimed either directly at satisfying the desire to learn something interesting or important, or at further choosing a method of behavior, a method of action." This group of motives is of greatest interest for the analysis of the dominant learning motivation in educational activities.

It is also advisable to approach the determination of the dominant motivation of her activity from the position of the characteristics of the intellectual-emotional-volitional sphere of the individual as a subject. Accordingly, the highest spiritual needs of a person can be presented as needs (motives) of the moral, intellectual, cognitive and aesthetic planes.

These motives correlate with the satisfaction of spiritual needs, human needs, with which such motives are inextricably linked, according to P.M. Jacobson, as “feelings, interests, habits, etc.” In other words, higher social and spiritual motives (needs) can be conditionally divided into three groups:

- 1) motives (needs) intellectual and cognitive;
- 2) moral and ethical motives;
- 3) emotional and aesthetic motives.

One of the problems of optimizing the educational and cognitive activity of students is the study of issues related to learning motivation. This is determined by the fact that in the “teacher-student” system, a student is not only an object of management of this system, but also a subject of activity, the analysis of whose educational activities at a university cannot be approached one-sidedly, paying attention only to the “technology” of the educational process, without taking into account calculation of motivation.

As socio-psychological studies show, the motivation for educational activities is heterogeneous; it depends on many factors: the individual characteristics of students, the nature of the immediate reference group, the level of development of the student body, etc. On the other hand, the motivation of human behavior, acting as a mental phenomenon, is always a reflection of the views, value orientations, and attitudes of the social layer (group, community) of which the individual is a representative.

When considering the motivation of educational activities, it is necessary to emphasize that the concept of motive is closely related to the concept of goal and need. In a person’s personality they interact and are called the motivational sphere. In the literature, this term includes all types of motivations: needs, interests, goals, incentives, motives, inclinations, attitudes.

Educational motivation is defined as a particular type of motivation included in a certain activity - in this case, the activity of teaching, educational activity. Like any other type, educational motivation is determined by a number of factors specific to the activity in which it is involved. Firstly, it is determined by the educational system itself, the educational institution; secondly, - the organization of the educational process; thirdly, - the subjective characteristics of the student; fourthly, - the subjective characteristics of the teacher and, above all, the system of his relations to the student, to the work; fifthly, - the specifics of the academic subject.

Educational motivation, like any other type, is systemic, characterized by direction, stability and dynamism. Thus, in our scientific works, based on the study

of students' educational activities, we note that it is stimulated by a hierarchy of motives, in which the dominant ones can be either internal motives associated with the content of this activity and its implementation, or broad social motives associated with the individual's need to occupy a certain position. Position in the system of social relations. At the same time, with age, the relationship between interacting needs and motives develops, leading dominant needs change and their peculiar hierarchization occurs.

In this regard, in our monograph there is such a theory that: "...Motivation for learning consists of a number of motivations that are constantly changing and entering into new relationships with each other (the needs and meaning of learning for students, its motives, goals, emotions, interests). Therefore The formation of motivation is not a simple increase in a positive or worsening of a negative attitude towards a student, but the underlying complication of the structure of the motivational sphere, the motives included in it, the emergence of new, more mature, sometimes contradictory relationships between them." Accordingly, when analyzing motivation, we face the difficult task of determining not only the dominant motivator (motive), but also taking into account the entire structure of a person's motivational sphere.

Based on our research, there is a hierarchy in the structure of motivation. Thus, it includes: the need for learning, the meaning of learning, the motive for learning, purpose, emotions, attitude and interest.

When characterizing interest (in the general psychological definition, this is the emotional experience of a cognitive need) as one of the components of educational motivation, it is necessary to pay attention to the fact that in everyday life, and even in professional pedagogical communication, the term "interest" is often used as a synonym for educational motivation. This can be evidenced by statements such as "he has no interest in studying," "it is necessary to develop cognitive interest," etc. Interest is defined "as a consequence, as one of the integral manifestations of complex processes in the motivational sphere," and here the differentiation of types of interest and attitudes towards learning is important.

Interest can be broad, planning, effective, procedural-substantive, educational-cognitive, and the highest level is transformative interest."

The possibility of creating conditions for the emergence of interest in the teacher, in teaching (as an emotional experience of satisfying a cognitive need) and the formation of interest itself has been noted by many researchers.

Based on system analysis, the main factors were formulated that contribute to making learning interesting for the student. According to this analysis, the most

important prerequisite for creating interest in learning is the cultivation of broad social motives for activity, understanding its meaning, and awareness of the importance of the processes being studied for one's own activities.

A necessary condition for creating students' interest in the content of training and in the educational activity itself is the opportunity to demonstrate mental independence and initiative in learning. The more active the teaching methods, the easier it is to get students interested in them. The main means of cultivating a sustainable interest in learning is the use of questions and tasks, the solution of which requires active search activity from students.

A major role in the formation of interest in learning is played by the creation of a problem situation, the confrontation of students with a difficulty that they cannot solve with the help of their existing stock of knowledge; When faced with a difficulty, they become convinced of the need to acquire new knowledge or apply old knowledge in a new situation. Only work that requires constant tension is interesting. Light material that does not require mental effort does not arouse interest. Overcoming difficulties in educational activities is the most important condition for the emergence of interest in it. The difficulty of educational material and a learning task leads to an increase in interest only when this difficulty is feasible and surmountable, otherwise interest quickly falls.

The educational material and teaching methods should be sufficiently (but not excessively) varied. Diversity is ensured not only by students encountering different objects during learning, but also by the fact that new sides can be discovered in the same object. One of the methods of stimulating cognitive interest among students is "detachment," i.e. showing students the new, unexpected, important in the familiar and ordinary.

These provisions can serve as a specific program for organizing the educational process, specifically aimed at generating interest.

Various types of interest, for example, effective, cognitive, procedural, educational and cognitive, etc., can be correlated with motivational orientations. Continuing our research, we identified four motivational orientations (on the process, the result, the assessment by the teacher and on "avoiding troubles"), some, along with other components of educational motivation, determine the direction, content and result of educational activity. In our opinion, the peculiarities of connections between motivational orientations allow us to distinguish two significant characteristics:

a) stability of connections (according to the density criterion) between orientations to the process and result, on the one hand, and orientations to

“evaluation by the teacher” and “avoiding troubles,” on the other, i.e. their relative independence from learning conditions;

b) variability of connections (according to the criterion of dominance and “specific gravity”) depending on the learning conditions (type of university - linguistic, non-linguistic), the schedule of hours, features of the curriculum, in particular target settings, etc.

A positive relationship between motivational orientations and students’ academic performance was established (at a reliable level of significance). The most closely related to academic performance were orientations to the process and to the result, less closely - the orientation to “evaluation by the teacher.” The connection between a “trouble avoidance” orientation and academic performance is weak.

Important for the analysis of the motivational sphere of teaching is the characteristics of their attitude towards it. Thus, by defining three types of attitude: negative, neutral, and positive, we provide a clear differentiation of the latter based on involvement in the educational process. It is very important for managing educational activities:

"a) positive, implicit, active... meaning the student’s readiness to engage in learning...

b) positive, active, cognitive,

c) ...positive, active, personally biased, meaning the involvement of the student as a subject of communication, as an individual and a member of society." In other words, the motivational sphere of the subject of educational activity or his motivation is not only multi-component, but also heterogeneous and multi-level, which is unnecessary once again convinces us of the extreme complexity of not only its formation, but also its accounting, and even adequate analysis.

An extremely important provision for the organization of educational activities has also been established regarding the possibility and productivity of the formation of motivation through goal-setting of educational activities. A personally significant meaning-forming motive can be formed in adolescents (young men) and that this process is realized in the sequence of formation of its characteristics.

First, the educational-cognitive motive begins to act, then it becomes dominant and acquires independence, and only then is it realized, i.e. The first condition is the organization, the formation of the educational activity itself. At the same time, the very effectiveness of motivation is better formed when directed towards methods rather than towards the “result” of activity. At the same time, it manifests itself differently for different age groups, depending both on the nature of the learning situation and on the strict control of the teacher.

Psychological stability is defined as the ability to maintain the required level of mental activity with a wide variation of factors affecting the individual. In relation to educational motivation, its stability is a dynamic characteristic that ensures the relative duration and high productivity of activity both in normal and extreme conditions. Based on a systemic view of sustainability, we consider it in conjunction with such characteristics of educational motivation as strength, awareness, effectiveness, the formation of a meaning-forming motive for activity, orientation to the process, etc. The connection between the stability of the motivational structure (orientations towards process - result - reward - pressure) with its dynamism consists in the differentiation of components in the structure, their ordering with a tendency towards stability of the structure. At the same time, such characteristics of motivational structures as the accelerated dynamics of infrastructural changes, the movement of components of internal motivation (process - result) towards ordering, a clearly expressed tendency towards differentiation, are indicators of the stability of structures with a motivational orientation towards the process. This suggests that the absolute dominance of procedural motivation gives the structure greater stability.

Process motivation is, as it were, the content and “energy” core of the structure, on which the stability and features of its variability depend. In cases where procedural and effective motivational orientations occupy first and second places in the structure, the level of its stability is even higher - this is the first factor in terms of influence. It has been established that the psychological determinants of resilience include:

- initial type of motivational structure;
- personal significance of the subject content of the activity;
- type of learning task;
- the most powerful are internal factors: the dominance of motivational orientation, features of infrastructural dynamics and the psychological content of the motivational structure.

We have established that a) the dominant motivational orientation is revealed in the product of activity; b) the factor mediating the influence of the motive on the characteristics of the product is its personal significance; c) the psychological content of personal significance depends on the type of motivational structure.

The studies revealed the qualitative uniqueness of the connections between the type of motivational structure, the characteristics of the product of the activity and the characteristics of its subjects. Thus, on the basis of experimental data, several groups of students were identified according to the criterion of qualitative

originality of combinations of such characteristics as features of the structure of motivation, product, features of the course of experimental activities, and subjective characteristics.

Our research on this issue has revealed factors through which one can influence the infrastructural dynamics of motivational structures, and therefore control their restructuring. Such factors include the removal of assessment and time restrictions, a democratic style of communication, the situation of choice, personal significance, type of work (productive, creative). The creative nature of a problematic situation stimulates a tendency towards differentiation and ordering of the components of the structure, that is, a tendency towards stability. Everything discussed above indicates the complexity of educational motivation as a psychological phenomenon, the management of which in the educational process requires taking into account its structural organization, dynamism, and age-related conditions.

Educational motivation, being a special type of motivation, is characterized by a complex structure, one of the forms of which is the structure of internal (process and result) and external (reward, avoidance) motivation. Such characteristics of educational motivation are essential. How is its stability, connection with the level of intellectual development and the nature of educational activities.

Different authors name different motives for entering a university, which largely depends on the perspective of studying this issue, as well as on the socio-economic and political changes that have occurred in recent years in our country. Nevertheless, it is possible to note consistently manifested motives that do not lose their significance under different structures of the social system.

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