

Mahliyo JUMABAYEVA,
Ma'mun universiteti NTM "Psixologiya" kafedrasida o'qituvchisi
E-mail: jumaboyevamahliyo97@gmail.com
Tel: (97) 766 57 47

UrDU Psixologiya f.f.d E.R.Rahimova taqrizi asosida

PSYCHOLOGICAL CHARACTERISTICS OF LEARNING MOTIVES AND THEIR DEVELOPMENT IN STUDENTS

Annotation

The article provides a general understanding of educational motives, educational motives and the specific features and stages of its formation, conditions necessary for the manifestation of educational motives of students and their psychological characteristics. In the process of education and upbringing, the importance of the development of learning motives and the role of career choice is highlighted.

Key words: Educational motive, motivation, activity, need, values, education, activity, interest, professional motives, social motives, interest, educational motives, social motives.

ПСИХОЛОГИЧЕСКИЕ ХАРАКТЕРИСТИКИ УЧЕБНЫХ МОТИВОВ И ИХ РАЗВИТИЕ У СТУДЕНТОВ

Аннотация

В статье даны общие представления об учебных мотивах, учебных мотивах и особенностях и этапах их формирования, условиях, необходимых для проявления учебных мотивов учащихся и их психологических особенностях. В процессе обучения и воспитания показано значение выделено развитие мотивов обучения и роль выбора профессии.

Ключевые слова: Учебный мотив, мотивация, деятельность, потребность, ценности, образование, активность, интерес, профессиональные мотивы, социальные мотивы, интерес, учебные мотивы, социальные мотивы.

TALABALARDA O'QUV MOTIVLARI VA ULARNI RIVOJLANTIRISHNING PSIXOLOGIK XUSUSIYATLARI

Annotatsiya

Maqolada o'quv motivlari haqida umumiy tushuncha, o'quv motivi va uni shakllantirishning o'ziga xos xususiyatlari va shakllanish bosqichlari, talaba yoshlarning o'quv motivlarining namoyon bo'lishi uchun zarur bo'lgan shart-sharoitlar va ularning psixologik xususiyatlari, ta'lim-tarbiya jarayonida o'quv motivlari xususiyatlarning rivojlanganlik ahamiyati va kasb tanlashdagi o'rni yoritilgan.

Kalit so'zlar: O'quv motivi, motivatsiya, faoliyat, ehtiyoj, qadriyatlar, ta'lim-tarbiya, faollik, qiziqish, kasbiy motivlar, ijtimoiy motivlar, qiziqish, o'quv-biluv motivlari, ijtimoiy motivlar.

Introduction and Relevance. In the higher education system of the world, who fulfills their professional duties at a high level, takes responsibility for their activities, and is able to make informed and correct decisions for a given situation. , there is a need for qualified specialists who have a flexible attitude to innovative processes. Currently, preparing students for the future profession does not consist in solving a specific problem - acquiring professional knowledge, skills and qualifications. The main task of the university is to form specialists who creatively approach the problems of development of production, science, technology, art and culture. Among the psychological-pedagogical problems of higher education, one of the central places is the task of organizing students' educational activities. The problem of organizing students' educational activities is related to the problem of developing their educational motivation. Solving these problems is important not only for psychological-pedagogical theory, but also for improving the practice of teaching at the university, because a high level of educational motivation is one of the most effective means of increasing the efficiency and quality of the educational process. Thus, the issue of study motivation is mainly a question of the quality of educational activity. In this regard, students studying on a global scale have individual and personal characteristics, adapting to the requirements of the times as a professional of professional activity, creative approach to tasks, the ability to find non-standard methods, teamwork skills and self-development, self-improvement. delivery, self-activation has become one of the urgent problems [1].

Motives control the learning-cognition process, determine the content of education, as well as the acquisition of activity. Therefore, in the process of education of students, educational motivations and comprehensive motivations are of great importance in the formation of a well-rounded person, a mature qualified staff. Motivation is an important factor that regulates human activity, behavior and activity. Because under various actions of a person there are reasons for these actions, their motivation. Therefore, the educational process is influenced not only by educational and cognitive motives, but also by all comprehensive motives with their sphere of influence. Teaching - encouraging and supporting the educational process. We need to educate a person who actively participates in the educational process, who can feel responsibility for his views[2].

The essence of educational motives is that the system of motives is the driving force of educational activity, and they consist of the following very important aspects related to the needs of knowledge:

- goals;
- interests;
- desire;
- ideas;

The mentioned system of learning motives is characterized by its stability and dynamic nature. The strength of educational motivation is determined by the complex of leading internal motivations included in it. According to A.K. Markova, social motives give rise to motives related to knowledge. These motives increase the student's interest in learning, and sometimes have opposite forms, which are directly related to the child's age and the conditions created for him[2].

Analysis of literature on the topic: Extensive studies have been conducted by foreign scientists on the manifestation of students' learning motives. B. G. Ananiev, T. A. Matis, V. A. Yakunin and others, the place of communication motivation in the structure of students' motivational field; R. Altunina, R. I. Tsvetkova, R. S. Nemov, M. I. Dyachenko, L. A. Kandibovich, S. L.

Kandibovich, L. F. Zheleznyak, etc., the relationship between educational efficiency and the development of social value motives in accordance with future professional requirements; S. V. Bobrovitskaya, A. N. Pechnikov, G. A. Mukhina, M. V. Vovchik-Blakitnaya A. A. Rean, V. A. Yakunin, N. I. Meshkov, etc. dynamics of change of motives during reading; P.S. Vaisman, O.N. Arestov, P.R. Bibrich, M.G. Rogov and others on the role of the achievement motive in the educational process; S.A. Gaponova, E.P. Ilin and others have scientifically researched issues of motivational support of the process of training cadets[5].

Research methodology. Although it is not specific to the form of the internal learning motive in the process of educational activity, it is accepted as a natural state. Comprehension (interest in learning, curiosity, the desire to develop cognitive abilities, the ability to enjoy intellectual activity, etc.).

Personal (such as self-respect, the desire to stand out among peers, imitation of respectable persons, the desire to be noticed by others). M. V. Matyukhina singles out two main motives among them.

I. Motives underlying educational activities:

1) motives related to the content of education: directs the student to learn and learn new facts, to acquire knowledge, to know and understand the basic content of the process being studied on the basis of various tools.

2) motivations related to the educational process: to demonstrate intellectual activity in the student during the performance of tasks of various nature during the educational process, to think, observe, as well as to overcome the difficulties encountered during the performance of the tasks in the educational process transition, that is, keeping the child occupied not with the result, but with the fun of the activity in the educational process. Broad social motives: motives of duty to the country, society, parents and teachers[3].

Motives of self-realization (feeling the future importance of education, preparing oneself for future professional activities, etc.) and self-improvement and development (improving one's personality based on education)[10].

Private motives in a narrow range: to be praised, to get good grades, to stand out among peers (peace and well-being motivation), to be the first student, to have a decent place among one's peers (prospect motivation).

Negative motives: avoiding disappointments among parents, students, peers (motivation to avoid disappointments). A.K. According to Markova, among the motives, it is possible to include awareness and social motives. If during the educational process students have a strong desire to master the content of the academic subject, then it is possible to recognize the existence of motives of knowledge in the child. If the student is more interested in the people around him than in science, then social motives are of leading importance. Motives of knowledge include the child's desire to learn the unknown, new things, cooperation with others aimed at self-development in the educational process, solidarity [7].

There are the following motives, which are determined by a stronger external environment:

- mandatory nature of education;
- that the educational process is a daily routine;
- that education is a factor of personal interests;
- to strive to be in the center of attention.

The motives we are considering can have a negative impact on the results of the educational process and its character. This effect is especially strong if it is evident from the outside that the student's educational motives are built on the basis of praise or material interest. It is important that one of the main tasks of a student is aimed at the development of internal educational motivations among all the motivations of students [6].

According to A.K. Markova, knowledge and social motives have different levels. Levels of knowledge motives:

- Wide range of knowledge motives (aimed at mastering new knowledge, facts, events and laws);
- Learning motives (aimed at mastering the ways of acquiring knowledge and methods of independent education);
- Motives of independent education (having one's own program for improving one's knowledge, skills and qualifications based on the acquisition of additional knowledge) [4].

As noted by A.K. Markova, the manifestation of various motives in the educational process does not have the same characteristics. For example, broad social motives are in the process of making a certain decision, when receiving additional information from a student, learning motives are in the process of independent activity aimed at finding a solution to a problem, answering questions or asking a question to a student, and the motives of independent education are manifested directly during independent educational activities, as well as when expressing the student's proposals aimed at changing the structure of education. A wide range of social motives is the student's duty and responsibility. is reflected in his actions related to his sense of responsibility. Motives of social cooperation are known from their desire to be active in public affairs and their suggestions regarding its effective organization. Educational motives are classified by the strength and reliability of educational motives. The strength of educational motives is determined by the student's desire to overcome difficulties on the way to learning, the need for the motive, and its duration. Motive strength depends on both physiological and psychological factors. Physiological factors include the power of motivation, while psychological motives include the results of educational activities, understanding its essence, and freedom of creativity in a certain sense. In addition, the strength of motives is determined by emotions, which are more strongly manifested in childhood [3].

Analysis and results. Educational motivation is an important factor in the developing student not only to determine his own direction, but also to fully utilize his potential and also to manifest and develop his emotional and voluntary aspects. It also serves as an important factor in objectively evaluating the student's educational activity for a certain period of time and reflecting changes in its quality. Like all types of activities, motivations for educational activities are determined or closely related to many factors that exist in the individual, such as:

- the nature of the education system; the organization of the pedagogical process in the educational institution;
- specific aspects of learners (gender, age, level of education, ability, attitude to learning, self-evaluation, ability to cooperate with others);
- the personality of the teacher (pedagogue) and his attitude to students and pedagogical activities; the uniqueness of the academic subject.

Educational activity is multi-motivated, because the sources of activity of the student are diverse and colorful. Three sources of activity are distinguished in pedagogy.

- internal;
- external;

- private (private).

The internal source of educational activity includes the student's cognitive and social needs (the desire to achieve achievements that are accepted and recognized by members of society). External sources of educational activity mainly consist of social requirements. The requirements require compliance with the norms of social etiquette, communication, and society's requirements in the process of activity. It refers to the activity of overcoming difficulties in the course of the educational activity of the members of the society. Opportunities are conditions related to the implementation of the educational process (availability of school, textbook, library, etc.). Personal resources. Among the listed sources of activity of educational activity, personal resources take the main place compared to others. The content of personal (private) resources includes the interest, need, and behavior of a person related to self-representation, demonstration, self-realization, and the desire to find one's place in society in education, as well as in other types of activities. includes a set of actions. The combination of internal, external and personal (private) activity sources of educational activity directly affects the quality of the educational process and its final results. The lack of one of these sources of activity leads to the imperfection of the system of learning motives or their composition[9].

In short, as it can be seen from the above considerations, the factors that are important in making the learning process interesting for the student are distinguished. In the formation of students' interest in the content of education and the process of learning, importance is attached to their independence, initiative and creativity in the process of learning. The more active the educational methods are, the more the student's interest in learning increases. The main means of forming a strong and reliable interest in learning among students is determined by the content, complexity and level of interest of the questions and assignments given to students. In the genetic approach to the motive, it should be emphasized that a child has a tendency to show activity directly from birth: he laughs (a form of non-verbal behavior), moves (changing places in space), hands and moves his legs (adaptation), plays (child-child relationship), talks (engages in interpersonal relationships), asks questions (dialogic communication, etc.). Similar behavior alone satisfies them, the reality of the human need for information can be shown in experiments: if the subject is separated from the outside world for a certain time, as a result, his will, enthusiasm, and intellect will be disturbed, boredom, loss of voluntary act system, disintegration of thinking process, illusion, hallucinatory states may occur. Lack of activity and information in social life leads people to negative feelings and experiences, the structure of activity and its dynamics are undermined. Among the needs that are formed in social life, social and gnostic needs with positive characteristics, which play an important role in educational activity and strengthen it, are especially important, occupy a grateful reality in the process of personal development [8].

Their category includes the desire for knowledge, the desire to benefit society, and the desire to achieve universal achievements. External sources identified in the social conditions of human life and activity. Such resources are demand, desire (expectation) and opportunities.

REFERENCES

1. Mirziyoyev Sh.M. Critical analysis, strict discipline and personal responsibility should be the daily rule of every leader's activity. T., 2017. – B. 45.
2. Bakshaeva N. A. Psychology of student motivation / N. A. Bakshaeva, A. A. Virbitsky // M.: Logotypes, 2006. - 184 p. ;
3. Volodina K. A. Features of professional training of student psychologists / K. A. Volodina // Modern psychology: materials of the II trainee. scientific conference (Perm, July 2014). - Perm: Mercury, 2014. - S. 39-41;
4. Gaidar K. M. Training of professional psychologists in universities: contradictions and problems / K. M. Gaidar // Pedagogical sciences. - Izvestia VSPU, No. 1. - Voronezh, 2014. - P. 92-95;
5. Gerasimova A.S. Theory of educational motivation in local psychology (access date: 15.03.2015);
6. Ivannikov V. A. Problems of training psychologists / V. A. Ivannikov// Vopr. psychology, 2006. - No. 1. C 48-52;
7. Ilyin E. P. Motivation and motives / E. P. Ilyin // - St. Petersburg .: Peter, 2002. - 512 p
8. Zorayev N.S. "Learning and mastering knowledge in the educational process
9. psychological characteristics" Pedagogical education. - Tashkent, 2006. 107 p.
10. Jorayev N.S. "Formation of learning motives" - Tashkent: TDPU.2008.-62 p.
11. Khaidarov F., Halilova N. "General psychology" Tashkent 2010. - 330p.