

"PSYCHOLOGICAL CHARACTERISTICS OF THE FORMATION OF STUDY MOTIVATION IN HIGHER EDUCATION STUDENTS"

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Abstract:

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This article provides information on the formation of educational motivation and its psychological characteristics during the educational activities of students of the Higher Educational Institution. Thoughts on the formation of educational motivation and its types are also covered.

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Introduction. The description of the motives of students' educational activity deserves serious attention, because they directly affect the quality of professional training, the formation of a professional personality. Some of them are: cognitive, professional, creative success motives, broad social motives - the motive of personal prestige, the motive of maintaining and raising the status, the motive of self-realization, self-affirmation motive, material motives. An important motivating factor for the effectiveness of students' educational activities is the motive of creative success. The need for achievements is experienced by a person as a desire for success, this is the difference between the level of performance in the past and the present, this is a competition with oneself for success, a desire to improve the results of any business. It is also manifested in the achievement of long-term goals, both in the product of activity and in the methods of problem solving. The need for achievement motivates a person to seek situations in which he can experience the satisfaction of achieving success. Because the learning situation contains many opportunities to achieve high levels, individuals with a high need for achievement should feel more satisfied with learning, invest more effort in the learning process, which leads to higher educational outcomes (higher student achievement). The other side of the need for success is the need to avoid failure. Students with a desire to avoid failure, as a rule, show a low need to improve the achieved results, prefer standard methods to unique methods, and are afraid of creativity. Avoidance of failure, increased anxiety, non-constructive attitude towards learning are characteristic of students (defensive attitude towards educational activities is often shown). They study, as a rule, not for the satisfaction of educational

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achievements, but to get rid of the problems associated with failure.

The main part. Mastering, mastering the system of necessary fundamental knowledge, acquiring the student's social position gradually, with the acquisition of professional knowledge, they gain a deeper understanding of the professional nuances of their future specialty, form a certain attitude to their future professional activities. The cognitive need together with the success motive has a very strong effect on the improvement of academic performance, creates a deep satisfaction with studying at the university. From understanding to satisfaction or mastery) goes through certain stages. A young person's conscious and independent choice of a career path, a consciously and independently built personal professional life plan is a necessary condition for the success of his work and future satisfaction.

As noted by F. Haydarov and others, who studied the motivation of educational activities, "learning motivation consists of a number of motives that are constantly changing and enter new generations with each other. Therefore, the formation of motivation is the key to learning. Not a simple increase in the reinforcement of a positive or negative attitude, but the complexity of the structure of the motivational field behind it" [5]. In the process of analyzing the motivation of educational activity, the main thing is to determine not only the dominant motivator (motive), but also the external and internal content of the motivational field of a person. Extrinsic motivation is based on rewards, punishments, and other types of incentives that control or suppress human behavior. In the case of extrinsic motivation, the factors that regulate behavior do not depend on the inner self of a person. Internal motivation contributes to enjoyment of work (studying), arouses interest, excitement, increases self-esteem of a person. Educational motivation, like other types of motivation, is characterized by stability and dynamism. Psychological stability is determined by them as the ability to maintain the necessary level of mental activity with a wide change of factors affecting a person. Based on the real expression of sustainability, the authors consider it together with the characteristics of educational motivation, such as strength, awareness, effectiveness, the formation of a meaning-forming motive of activity, orientation to the process, and others. E. Savonko and I. P. Imenitova [11] focus on the following conditional classification of student motivation by types: the first, dominant type associated with the psychological characteristics of the student and the educational process as a specific internal type of motivation determines the student's interest in a particular subject; the second type - situational motivation, this type can be considered external to the educational process; third type – conformist or suggestive motivation. This is due to the differences between the value orientations and the actual behavior of the individual. For example, when a situation arises, a student who is not interested in learning a certain subject, needs to acquire knowledge on this subject necessary for successful activity within the chosen profession - this is an example of conformist motivation. Benefits that stimulate such motivation, for example, receiving an increased scholarship, the desire to continue studying at the expense of the state budget, the desire to study at the master's level after obtaining a bachelor's degree. It is easy to see that the third type of motivation is compulsion, and it is related to psychological discomfort. Despite the fact that the traditional approach to the organization and construction of the educational process pays great attention to the formation of this type of motivation, the relevant motivations may be ineffective for a certain category of students. But no matter what the motivation, even the most positive, it creates only a potential opportunity for the development of the student, because the realization of the motivation depends on the goal-setting processes.

Summary. The analysis of scientific literature made it possible to determine the motivation of students' professional growth as a set of their constant motives and aspirations, which determines the content and direction of the dynamic, continuous and humanistically oriented process of growth of personal needs. The ability to realize the internal potential and consciously choose a personal professional and personal strategy and the direction of education throughout life, the result of which is a high level of formation of the professional competence of the future specialist [13]. In this process, the rational use of innovative technologies (psychological training, game technologies, pedagogical problem situations, group work, pair work, etc.) was effective, which significantly improved the formation of students' educational motivation.

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