

Students' Learning Activity: Formation of Positive Sustainable Motivation

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ABSTRACT

Theoretical and practical views on the motives of learning in the educational process are expressed. The article reveals the specifics of achieving educational achievements based on the formation of positive motivation of students for educational activities.

KEY WORDS: *student, motive, educational activity, pedagogical state, pedagogical phenomenon.*

Changing priorities in the national education system, the search for conditions of subject and subject interaction of participants in the pedagogical process puts the most important task of developing positive sustainable motivation of students. As interest in the subjective component of the learning process based on a new learning strategy based on a competency-based approach has increased, attitudes toward learning outcomes and the process of determining a student's personal destiny have changed.

Today, in the framework of the project of the National Education Initiative "Modern School" in our country, the following has been developed and approved for secondary schools, which will be implemented on standard projects, taking into account the best international practices:

- ✓ special education standards and programs of teaching;
- ✓ special requirements for the organization of the educational process;
- ✓ list of adapted educational literature;
- ✓ the procedure for assessing general education institutions in order to determine the appropriate level;

School education today represents the longest phase of human education and is one of the decisive factors for both individual success and the long-term development of the entire country. The formation of positive motivation of students to study is one of the main tasks of the education system, which is reflected in the target program for the development of the public education system until 2030.

The scientific aspects of social motivation in the development of students' worldview and culture have been studied in the research of leading scientists of our country, such as R. Safarova, D.Temirov, S.Babajanova, Sh.S.Sharipov, B.Ziyomhammadov, M.Ochilov, N.Muslimov, The scientific researches of the leading scientists of our country, such as O.Musurmonova, E.Gaziev, B.Adizov, S.Davletshin, U.Makhkamov, M.Abdullaeva have studied the didactic possibilities of the educational motive in the development of social activity and creativity in students.

Among the scientists of the Commonwealth of Independent States I.P.Lodlasyy, A.T.Tsvetkova, G.A.Bokareva, V.S.Ilyga, Z.P.Shabalina, G.I. Shchukina's research focuses on socio-psychological issues of communicative competence and communication.

Analysis of philosophical and psychological-pedagogical literature, study of school experience revealed the following contradictions:

- many manifestations of a spontaneous motive for students' learning activities in the midst of a social phenomenon, such that the modern local school learning process is focused on the subject-subject relations of the participants of the pedagogical process and the manifestation of positive sustainable motivation for students' learning activities;
- demand for students with positive sustained motivation and lack of programs to form positive sustained motivation;
- the orientation of teachers to the person-centered and systematic activities of teaching school students in the learning process and the lack of a model in the real context of school pedagogical practice.

Positive sustained motivation is a set of motives that defines a student's active, personal bias towards learning, ensuring the relative continuity of effective actions aimed at regulating the satisfaction of his needs and interests by mastering generalized ways of solving it. Theoretical research and school experience developed to date show that motivation is a variety of motives, motives, needs, interests, aspirations, goals, aspirations, motivational attitudes or tendencies, ideals, and so on. The broader meaning implies the determination of behavior in general. The study and generalization of the findings on the importance of positive sustainable motivation available in psychological and pedagogical research has allowed the formation of a basic definition used in the research process.

An analysis of the nature and key factors that determine the manifestation of positive sustainable motivation in the middle classes allows us to confirm the following:

- educational motivation is characterized by a complex structure as a specific motivation, one of its forms is the structure of internal and external motivation;
- important features such as the sustainability of positive motivation, the level of intellectual development and its relevance to the nature of educational activities;
- The main factors that hinder the manifestation of positive motivation are: failure to avoid, personal anxiety, low evaluation, external attribute;
- the main determinants of an individual's learning activities are achievement motivation and certain personality traits, primarily autonomy;
- Positive sustainable motivation is determined by a number of factors specific to this activity. First, it is interrelated with the structure of the education system and the type of educational institution, in which case the school in which the educational activity takes place; second, the organization of the educational process; third, the subjective characteristics of the student (age, intellectual development, abilities, level of aspiration, self-esteem, his interaction with other students, etc.); fourth, the subjective features of the teacher's interaction with the school students and, above all, the system of his relations with the student;

Positive sustainable motivation, like any other type, is characterized by direction, stability, and dynamics of manifestation in educational activities. Taking into account the above rules allows the pedagogical team of the school to form an important and complex task - the formation of positive sustainable motivation for educational activities of high school students in the learning process. The school learning process influences the formation of positive motivation through the organization of group forms of students, which contributes to the socialization of their personality, which does not have enough influence on the children of families and households, directing them to the formation of motivation for success, including educational activities.

This fact requires the development and implementation of a model for the formation of positive sustainable motivation for the educational activities of schoolchildren. The developed model of the formation of positive sustainable motivation for educational activities in the teaching process at school is based on the following principles: scientific and systematic, subjective; consciousness, activity and independence; development and activity, practical direction; collectivism; reflection

The mechanism of formation of positive sustainable motivation of educational activity in the school educational process consists of the main stages: goal setting, definition of structure of educational movement, operational-cognitive, reasonable choice of organizational forms of work, activity-operational, reflection, assessment of adolescent activity. We viewed group activity of students as a set of cases of pedagogical support of student activity, in which not only is formed a positive stable motivation of students to learn, but it manifests itself. The formation of positive motivation for learning activities is determined by personal achievements. For all three components of positive sustained motivation for learning activities, differences in the manifestation of positive sustained motivation for learning activities in experimental and control groups of schools were identified;

When students compare test results in control and experimental groups, it should be noted that there are significant differences between them in the manifestation of low and moderate levels of internal motivation. The types of activities offered to students in the learning process in the management group are usually low-level and less moderate.

Positive sustainable motivation for learning activities is determined by a number of specific factors for these activities: the education system itself, in this case the school institution; organization of the educational process; subjective characteristics of the student (age, intellectual development, ability, level of aspiration, self-esteem, his interaction with other students, etc.); subjective features of teacher interaction with school students.

The formation of positive sustainable personal motivation is a complex and long-term process of active interaction between teacher and students under certain conditions that helps to transfer students' external motivation to the internal situation: group activity to engage students in real practical activities; use active teaching methods that contribute to the development of interests for positive emotional experiences in the classroom; increasing students' need to work on themselves.

It was found that as a result of the implementation of the model of formation of positive sustainable motivation for educational activities in school, positive motivation for educational activities due to the need in high school students: intellectual self-awareness in the classroom, group learning skills and abilities, readiness for self-assessment; success rate is formed.

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