

## Psychology empirical Analysis of the Relationship Between Learning Motives and Attention Qualities Formed in Students

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### ABSTRACT

*Empirical analysis of the relationship between learning motives and qualities of attention formed in students in the article, manifestations of learning motives formed in students and their influence on qualities of attention, students' purposeful choice of future fields, having learning motives suitable for their characteristics, the scientific significance of the development of mental qualities based on regularity was analyzed.*

**KEYWORDS:** *motive, motivation, learning motives, social motives, quality of attention, positive attitude to study, negative attitude to study, knowledge, purpose, interest, regularity.*

In modern education, the problem of studying the level of development of mental qualities of students in learning the basics of science is becoming one of the urgent issues. Therefore, our research work on the topic "Psychological characteristics of the development of attention qualities in students" is important because it is aimed at the scientific study of this problem. The analysis of the scientific research works conducted abroad and in our country on the learning motivations and attention qualities formed in the students in the process of learning the basics of science serves to reveal the research problem.

The problem of motive and motivation is addressed by K. D. Ushinsky, IMSechenov, I.P. Pavlov, VMBechterelev, AFLazursky, VNMyasishev, AAUkhtomsky, DNUznadze, SLRubinshtein, ANLeontyev, PMYakobson, G. Allport, A. Maslow, P. Galperin, and others. Studied in research studies. Today, there are dozens of scientific concepts of motivation [4].

The study of the dependence of educational motives formed in students on the quality of attention, and elimination of negative problems related to the mentioned qualities, depends on comprehensive research of their mental qualities and individual characteristics. Therefore, we set the main goal of working with each student individually and in groups, studying problems related to the qualities of attention formed in them, and analyzing empirical data related to the research topic. This article aims to describe the analysis of empirical data obtained from students by studying this problem. The study of psychological qualities, such as attention, which is important for students to learn the basics of science, analysis, and making conclusions of a recommendatory nature will further enrich the research problem [2].

Educational motives are the orientation of the student's intellectual qualities to the targeted educational activity with a high level of intelligence and attention. Motives are divided into cognitive and social types. An example of educational motivation is the fact that students focus on the subject they are studying and learn the basics of the subject with enthusiasm. An example of social motives is the fact that students are actively interacting with their peers and other people during the educational process. These motives require each other in content. Therefore, sometimes the educational motives of students motivate them to be active in mutual relations. In students with dominant social motives, knowledge motives are activated due to the activity in mutual relations. The basis of this activity is the effect of a healthy psychological environment formed between the

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educational institution and the student community [3].

Forms of learning motives have their characteristics, which give rise to dynamic descriptions. The most important and basic feature of learning motives is stability. This situation is such that one or another motive becomes more relevant than most of it in any educational situation. One of the forms of the emergence of motives is that they have emotional-emotional colors or modalities. Other forms of the emergence of motives are reflected in their strength, expression, and speed of emergence. Manifestation of these forms is often related to how long the student can stay in his mental activity, and how much the task is completed with the help of this motive. Because the features of passing, improving, and strengthening of motives are related to their spiritual aspects, such as their dominance and mobility [4].

The stages of learning motivation are determined by students' attitudes to learning. There are 3 types of learning motives formed in students:

1. Negative attitude to study. Such an attitude can be seen in students who enter their studies based on the wrong goal. Their lack of confidence in the future, taking life's difficulties lightly, avoiding problems that may arise due to lack of information, or deciding to study only to gain a certain status in society are the main reasons for the problem. To arouse positive study motives in such students, pedagogues should use their skills to explain the importance and attractiveness of their field and form a positive interest in science and study in students.
2. Indifference to study. This attitude can be seen in students who do not strive to achieve their goals. Their inactivity, laziness, superficial approach to studying, and lack of desire to mobilize willpower toward the goal are the main causes of the problem. To become a competitive employee, such students must first form the habit of regularity to work on themselves. Through this skill, they can mobilize their abilities to acquire knowledge relevant to their field of study. Pedagogues should organize education according to the abilities of students of this category.
3. Positive attitude to study. Such a positive attitude can be seen in students with stable motivational views. Their confidence in the future, years of regular action towards the goal, the desire to work tirelessly to become a professional specialist, and the ability to mobilize willpower for results are the main factors that form a positive attitude. In the process of teaching such students, pedagogues should teach at the level of satisfying their interests and needs. For this, pedagogues are required to have knowledge and creativity at the level of modern requirements [1].

In today's information age, where it is easy to search and find information, it is of particular importance to teach students to work on themselves regularly, to select useful information from the information. Educational activities organized in this process should match the interests of students. It is important to create conditions for students to acquire professional qualities by doing their hobbies.

Everyone's motivation to study at university is different. In this case, someone believes that it is necessary to study at a university to get a job in the future; someone considers it important to study for further development because they are interested in certain subjects, and someone decides to study because the university environment is interesting. Another reason is that starting in 2017; applicants in our country are allowed to apply for several courses at the same time. It is also a special reason that students who have scored higher than any of their chosen courses according to the results of the exam, decide to study in this course to take advantage of the opportunity. As a result, a student who aims to study in a field that is important to him begins to study in another field that may differ from his interests. The reason for this is that the applicant will have to wait another year to retrain and start studying in a suitable field, and during this time, changes may occur in his personal life that may affect his goals. There is a risk. In order not to waste time, a student who starts studying in another direction will not be interested. Arousing the interest in studying such students and explaining the importance of their chosen field will lead to the correct implementation of the educational process in

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the educational institution and the organization of lessons by teachers using effective teaching methods. Depends on many aspects. Teachers explaining the importance of their chosen field to students by making them interested in the basics of science increase the student's motivation to study and the desire to learn successfully.

A lack of motivation can cause a student to lose interest in learning. In this process, the teacher's demands and methods of coercion to form a student's attitude toward studying do not have a positive effect. Because of this, such students study without realizing their true motivation due to improperly organized education and lack of individual approach in the study process. As a result, the most important thing for them is the result, not the process. That is, for them, it is not important to learn the secrets of the profession by studying well at the university, but the main goal is to finish the university as soon as possible and get a diploma. For this reason, it is very important to study and correctly analyze motives. The wrong choice of motives can lead to the wrong choice of profession, and this choice can negatively affect a person's prosperous future.

Training of modern personnel through effective organization of the educational process is considered one of the urgent tasks of today. In this regard, students' purposeful choice of future fields, having educational motivations suitable for their characteristics, and developing mental qualities based on regularity are important factors that ensure the result. Taking into account the listed problems, the study of the role of attention-related qualities affecting students' academic activity was defined as the object of the research. A total of 366 students from Karshi State University, Tashkent State Pedagogical University, and Kokan State Pedagogical Institute participated in our research. In particular, 126 students from Karshi State University, 118 students from Tashkent State Pedagogical University, and 122 students from Kokan State Pedagogical Institute participated in the research process (Table 1).

**Empirical analysis.** In the course of our research, we decided to conduct a questionnaire "Study motivations" to determine students' attitude towards studying at the university. In the process of applying the methodology, three scales were analyzed. These are: the "Education", "Owning professional qualities" and "Owning knowledge" scales. As a result of the research, the following information was obtained.

**Results of the Study Motivation Questionnaire Table 2.1**

No	Learning motivation scale	Against DU (n= 126 )				Tashkent DPU (n= 118 )				Kokand State University (n= 122 )			
		high %	good %	Average %	low %	high %	good %	Average %	low %	high %	good %	Average %	low %
1.	Gaining knowledge	11	38	31	20	12	37	32	19	10	36	33	21
2.	Having professional qualities	22	34	33	11	24	35	31	10	20	33	34	13
3.	To have information	19	29	33	19	20	27	34	19	18	28	31	23
Total		17	34	32	17	19	33	32	16	16	32	33	19

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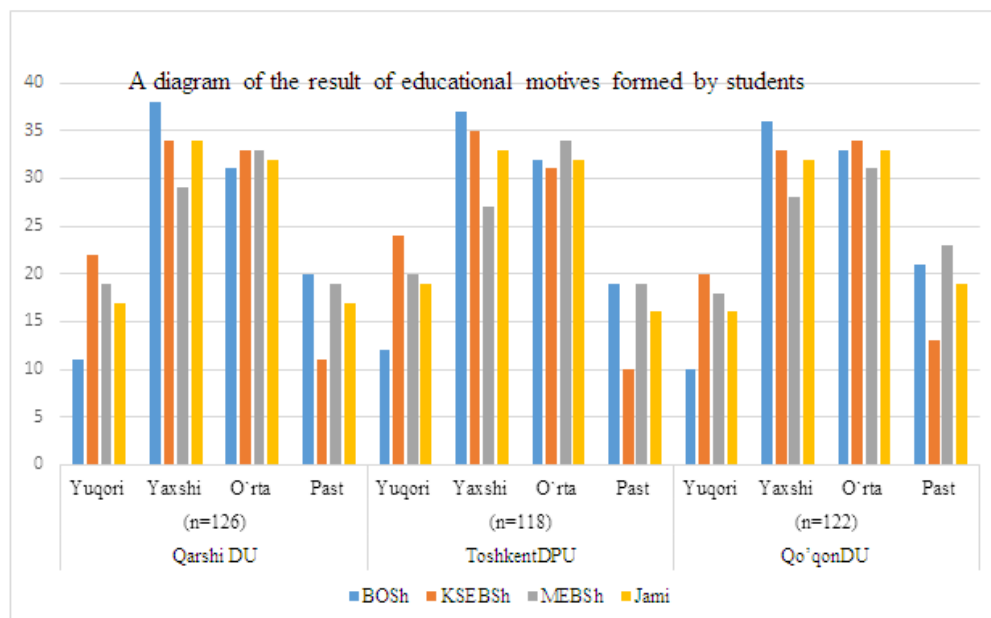
Let's focus on the indicators of the students of Karshi State University on the scales of "Acquiring knowledge", "Owning professional qualities" and "Owning knowledge". 11% of students scored high on the scale of "Education". 38% of students had good results, 31% of students had average results and 20% of students had low results. According to the scale of "Having professional qualities". 22% of students had high results, 34 % of students had good results, 33% of students had average results, and 11% of students had low results. According to the scale of "knowing", 19% of students had a high result, 29 % of students had a good result, 33% of students had a medium level result, and 19% of students had a low level of result.

We will dwell on the indicators of the students of the Tashkent State Pedagogical University on the scales "Acquiring knowledge ", " Owning professional qualities" and "Owning knowledge". 12% of students showed a high result, 37% of students showed a good result, 32% of students showed an average result, and 19% of students showed a low result according to the "Learning" scale. According to the scale of "Having professional qualities". 24% of students had high results, 35 % of students had good results, 31% of students had average results, and 10% of students had low results. According to the scale of "knowing", 20% of the students had a high result, 27 % of the students had a good result, 34% of the students had an average result, and 19% of the students had a low result.

We will dwell on the indicators recorded by the students of the Kokan State Pedagogical Institute on the scales of "Acquiring knowledge", "Owning professional qualities" and "Owning knowledge". 10% of students scored high on the scale of "Education". 36% of students had good results, 33% of students had average results, and 21% of students had low results. According to the scale of "Having professional qualities". 20% of the students had a high result, 33 % of the students had a good result, 34% of the students had an average result, and 13% of the students had a low-level result. According to the scale of "knowing", 18% of students had a high result, 28 % of students had a good result, 31% of students had an average result, and 23% of students had a low level of result.

Degree of formation of learning motives among students of Karshi State University, Tashkent State Pedagogical University, and Kokan State Pedagogical Institute is shown in Figure 2.1 below.

**Figure 2.1. The degree of formation of students' developed learning motives at the beginning of the study**



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During the analysis of the results of the "Learning motives" questionnaire, we paid attention to the presence or absence of significant differences between the groups of examinees. According to the results of the survey, it was found that the level of formation of learning motives among the students of Tashkent DPU is better than that of students of Kokand DPI and Karshi DU.

The general analysis of the empirical results showed that the students of Tashkent DPU had a relatively high level of learning motivation, while the students of Kokand DPI had an average level of learning motivation. The relative indicator of study motivations among the students of KarshiDU was a low result .

This indicates that the students of Karshi DU are lagging behind in terms of the level of educational motivation. Therefore, it is necessary to pay special attention to the level of formation of educational motives of the students of Karshi DU from the time they are admitted to the first course . When we analyzed the obtained results, it became clear that the same condition was observed in the students of the first and third year studied by us.

In conclusion, learning motives, like other types of motives, require systematic activity. In this process, the right choice of direction, the steady movement to achieve the goal, and the dynamics of achieving the result on time are required. Therefore, one of the most important tasks in the scientific analysis of motivation is to identify the dominant motive and in the process of achieving it, it is necessary to take into account the approach components of the motivational field.

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