

Factors Affecting Educational Motivation.

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ANNOTATION

This article discusses the factors affecting students' motivation in the educational process and its specific features.

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In our country, education and upbringing of young people is gaining importance as always. Education has always been the basis of society's development. Because a person is at the center of all relationships and connections in society. In order to achieve the great goals that we have to achieve in the future, first of all, we need to train highly qualified specialists who meet the requirements of the times. The decision of President of the Republic of Uzbekistan Sh.Mirziyoyev PQ-3775 of June 5, 2018 "On additional measures to improve the quality of education in higher education institutions and ensure their active participation in comprehensive reforms implemented in the country" is focused on this issue.

Improving the education system, increasing its quality and efficiency is closely related to a number of factors. The correct organization of the lesson process, the stimulation of students' interest in learning requires modern pedagogues to know pedagogical and psychological and its technologies.

In the modern education system, it is necessary to improve the preparation of students to acquire a profession, to recognize that the preparation of graduates is conditioned by many factors and their level of real readiness for professional activity. Among them, the motivation of students of pedagogical higher educational institutions, the perfect mastery of learning strategies in this process is extremely important.

It is known that motivation in science is considered as a complex multifaceted controller of human life (behavior, activity).

Motivation is a complex, multi-level system of encouraging a person to act, which embodies needs, motives, interests, ideals, aspirations, norms, emotions, norms, values.

Motivation is a complex structure, a set of forces driving activity, which manifests itself in the form of inclinations and ideals and directly determines and controls human activity. Motivation is a set of reasons that encourage a person to be active. The process of motivation consists of the following mental processes: perception of the content of the motive, emotional assessment of its content,

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understanding and evaluation of the content of the motive, belief in the motive.

Various definitions of the motif have been given by Western scientists. S.L.Rubinstein wrote about the psychological nature of motivation: "Motivation is a set of reasons that encourage a person to act, which is formed through the psyche. Motive is a force that urges a person to one or another action"¹.

According to A.Maslov, a motive is an internal urge of a person to do one or another activity related to the satisfaction of a certain demand.² Motivation is a necessary condition for achieving effectiveness in education. The motivations of educational activity are understood as all factors that cause the manifestation of educational activity: needs, goals, standards, sense of duty, interests, etc.

G. Rosenfeld divided the mechanism of motivation of reading into the following:

- study for education, dissatisfaction with the activity or lack of interest in the studied subject;
- study without certain interests;
- study for social identification;
- study to achieve success or avoid failure.;
- reading under compulsion or fear;
- study based on generally accepted norms or moral obligations;
- getting an education to achieve a goal in life;
- education based on social goals, requirements and values.³

Effectiveness in identifying the student's potential and bringing it to light depends on the skill of the teacher, his ability to come to help on time, and establish a cooperative relationship with the student. In the researches of V.A.Tokaryeva, great attention is paid to studying the motives of students' educational activities. In her opinion, artificial situations and conditions are not necessary for the change of study motives, all these are formed in everyday life and in the educational process.

The problem of educational motivation is a traditional topic of research in various fields of science, including educational psychology. A.K. Markova emphasizes that knowing the motivational basis of the educational process is equal to knowing the driving force of this process.⁴

No teacher, even a highly qualified teacher, can achieve the desired result if his actions are not coordinated with the motivational basis of a certain educational process. It should be said that the problem of educational motivation is one of the main problems of educational psychology.

Learning motivation management allows you to manage the learning process. This problem is still one of the main and most important in psychology and pedagogy. A lot of research has been done to investigate this problem.

Learning motivation is a special type of motivation included in learning activities. In a broader sense, educational motivation can be seen as the general name of the processes, methods, and means of encouraging students to engage in effective knowledge activities, to actively master the educational content.

Why is motivation important in education?

¹ S.L.Rubinstein. *Fundamentals of General Psychology* 1973, p.532

² A.Maslov "Motivation and personality" 1954, electronic resource of http://www.koob.ru/age_psychology/

³ A.G.Rosenfeld, *Theory and practice of motivation study*, p. 144, Berlin 1973.

⁴ Markova A.K. "Formation of interest in learning among students" p.17, electronic resource of the site http://www.koob.ru/age_psychology/

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For example, motivation can:

- help us focus on the tasks that need to be done;
- enable us to perform these tasks in a shorter time and to concentrate for a longer period of time;
- Minimize and better resist distractions;
- remember and retain more information;
- achieving results through inner confidence when difficult tasks arise.

Above all, motivation is what motivates us to take action. Without it, it may be difficult or impossible to achieve the desired result. It has been proven that motivation in education has a dramatic effect on the academic performance and results of students.

T.D.Dubovitskaya's methodology "Diagnosing the direction of learning motivation" is aimed at studying the learning motivation of students. There are two scales in the methodology. They are intrinsic motivation and extrinsic motivation. The methodology consists of 20 questions, which subjects to determine, how many subjects to determine may change depending on the examiner. Through it, we can determine whether internal or external motivation of students is high in relation to the subjects they are taking. The presence of internal motivations, needs, and attitudes is observed in individuals with a dominant internal motivation. Such persons may have a prior interest in the subjects they are studying or it may appear during the course of studying this subject. If external motivation prevails, it is observed that more external factors caused the student to study this subject.

We can recognize the following as factors influencing the educational motivation of students in the module-credit form of teaching in the higher education system:

1. The structure of the curriculum - in this, students develop their knowledge of the curriculum, that is, the sequence of topics, control periods, and receive education based on a specific order. When students feel or see that the curriculum and study materials are prepared in advance, it makes them feel more relaxed. When provided in this learning environment, it allows students to focus fully on the learning material.

Teachers should plan lessons and curricula to help students learn the learning material easily. All materials used in the lesson must be prepared in advance. Instructors can also state the objectives of a course or class at the beginning of a semester or class.

2. Teacher's behavior and personality - it is important that the teacher or mentors understand the students well and help them solve their problems. If a student has negative feelings, such as fear or dislike of his teacher, this can have a negative effect on his attitude towards science in general. If a teacher treats certain students differently or uses derogatory words, it reduces their motivation for education and causes discrimination among students.

On the other hand, kindness, attention, positive feedback and encouragement can have a positive effect on students' learning motivation.

3. Teaching methods - if teachers use different teaching methods, students are more likely to retain their interest in learning. In this way, variety is created in the lessons and boredom of students is prevented. Allowing for specific choices, such as having students work collaboratively in groups, can also lead to better results. The correct choice of the teaching method by the teacher, the explanation of the topic using various tools during the lesson helps to increase the quality of education. As a result of combining educational methods with the method of a qualified teacher, the content and peculiarities of the subject and the studied subject are fully revealed. This serves as the basis for the formation and development of students' knowledge, skills, and competences in science.

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Thus, the teacher expands the possibility of achieving higher results by using different teaching methods.

In some cases, enrolling in extracurricular activities or tutoring can help students meet unmet needs during class.

4. Parent involvement - such as parents showing interest in their child's learning material, asking about their child's day, actively listening, helping with specific tasks or skills, attending parent meetings several habits can indirectly influence children's motivation, especially intrinsic motivation.

5. Family problems and instability at home - the lack of security in the student's home or family problems, in turn, can have a negative effect on motivation in education. Conflicts and disagreements in the family lead to a decrease in academic performance. In particular, the following:

- divorce;
- absence of one or both parents;
- not living with father or mother;
- not having contact with the biological father or mother;
- frequent moving from one house to another;
- being in or participating in child protective services.

As a result, in some cases, additional support from teachers may be required to help them solve their family problems.

6. Peer Relationships - Peer relationships are important to students and play an important role in their educational and social development. As a person grows up, the influence of their peers on them also increases. Therefore, problems and conflicts with peers, can make students feel less secure about their social status among peers, increase their stress levels, and lower motivation in education.

At this age, it is important to pay serious attention to the emergence of leadership qualities, the priority of wanting to be recognized in the family and social environment.

7. Educational environment - the internal environment in the educational process is one of the main factors affecting educational motivation, it refers to various norms and rules that determine the educational process.

Positive environment in the educational process makes students feel safe and secure, meets their basic needs, such as "daily nutrition", and provides an optimal environment for building healthy social relationships.

Too many assignments and too serious a learning environment also reduce learning motivation.

The complexity of the learning material and tasks leads to increased interest in the learning process only when it is possible to overcome this difficulty, otherwise the interest quickly decreases.

Adding didactic tools with interesting elements to classrooms can help to lighten the atmosphere, improve motivation and results. In addition, allocating enough time for rest also has a positive effect on educational motivation.

8. Evaluation system - plays a big role in increasing educational motivation of students. While standardized assessment improves overall performance, it is likely to have a negative impact on students' motivation to learn. In developed countries, the opposite can be seen, in particular, in the Finnish education system, not only higher education, but also elementary school students do not take any tests. Despite the lack of assessment, it's no secret that Finnish children achieve high academic achievement.

When students are constantly given very difficult tasks and assignments to assess their

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knowledge, it becomes common for them to lose motivation. As a result, students lose interest in learning and, over time, become less motivated in education.

One of the important conditions for increasing students' motivation for educational content and educational activities is to create an opportunity to show intellectual independence and initiative in learning. The more diverse and relevant the teaching methods are, the easier it is to interest students in them. The main means of arousing sustained interest in education is the use of questions and assignments that arouse personal motivation, and their solution requires active research from students. Creating a problem situation plays an important role in the formation of interest in learning, when students encounter a problem that they cannot solve with their own knowledge, when faced with a problem situation, they acquire new knowledge or apply the old one in a new situation. They are sure that it is necessary.

In order to form a stable, correct and positive motivation in students, it is necessary to monitor the dynamics of the development of their motives for learning. For this, from time to time, it is necessary to conduct a study to determine the nature of the motivation of students to learn, to establish the dominant motive.

Motivation plays a key role in every sphere of human life. Motivates people to purposeful activities. It forms a set of reasons and needs in a person, both in professional development and in personal life, and motivates the transformation of needs into opportunities. Motivation is evaluated in the professional activity of the teacher as a set of reasons and needs that encourage him to successfully carry out certain educational activities. In some sense, it is appropriate to consider motivation as a force that manifests human abilities.

Motivation is a set of internal and external driving forces that encourage a person to act, determine the limits and forms of activity and are directed to achieve certain goals. The influence of motivation on human behavior depends on a number of factors, is largely individual, and can change under the influence of several factors in a person's life.

The importance of solving the problem of educational motivation is determined by the fact that it is important for the effective implementation of the didactic process. It is known that a negative or indifferent attitude towards studying can have a negative effect on the student's low learning or learning activities. Therefore, it is important to know the factors that influence educational motivation in order for students to acquire sufficient knowledge and skills.

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