

MOTIVATION OF EDUCATIONAL ACTIVITY OF STUDENTS AS A PSYCHOLOGICAL AND PEDAGOGICAL PROBLEM

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ABSTRACT

The article is devoted to the study of the peculiarities of motivation for the educational activity of university students. The dynamics of changes in motives in the process of teaching bachelors was revealed.

Key words. Studentship, motivation, educational process, higher education.

The problem of motivation and motives of behavior and activity is one of the pivotal ones in psychology and pedagogy.

Although the term "motivation" has been used for a long time, the problem of motivation itself was formed at the beginning of the 20th century, and up to the present time, interest in its study is constantly growing.

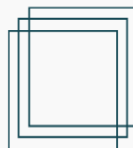
Currently, there are two main directions in the interpretation of the concept of motivation. The first considers motivation as a set of motives that determine the activity of the individual. Authors such as L.I. Bozovic [11], V.K. Vilyunas [16], V.I. Kovalev [43], A.K. Markov [57, 58, 59], A. Maslow [60] and others.

The second direction in their research is supported by such scientists as V.G. Aseev [4], V.I. Ivannikov [33], E.P. Ilyin [36, 37], H. Heckhausen [103], A.N. Leont'ev [52, 53, 54, 55] and others, who consider motivation not as static, but as a dynamic formation, as a process, a mechanism. As the basis of this process, the actualization of existing motives, the dynamic process of the formation of motives, the interaction of motives, the action of a motive are considered.

V.K. Vilyunas understands motivation as a set of phenomena that induce "actually performed activity", but he does not identify the concept of motive and motivation. According to the author, motives differ from motivation by internal consistency with other components of motivation, the absence of contradictions, consistency with the emerging life goals [16. P. 254]. This or that phenomenon of reality passes through the prism of a caring, active, biased attitude of the individual to reality. He speaks of potential motivation, by which he understands the fundamental willingness of evaluative relationships to become motivating, and, thus, calls them potential motives. Potential motives, according to V.K. Vilyunas, often become relevant, prompting and mediating the behavior of the individual.

There are the following classification of educational motivation of students:

- Cognitive motives (acquisition of new knowledge and become more erudite);



- broad social motives (implies duty, responsibility, understanding of the social significance of teaching, to benefit society); are expressed in the desire of the individual to assert himself in society, to assert his social status through teaching;
- pragmatic motives (to have a higher salary, receive a decent remuneration for their work);
- professional value motives (expanding opportunities to get a promising and interesting job);
- aesthetic motives (getting pleasure from learning, revealing one's hidden abilities and talents);
- status-positional motives (the desire to establish themselves in society through teaching or social activities, to gain recognition from others, to take a certain position);
- communicative motives; (expanding the circle of communication by raising your intellectual level and making new acquaintances);
- traditional-historical motives (established stereotypes that have arisen in society and have become stronger over time);
- utilitarian and practical motives (mercantile, to learn self-education, the desire to master a separate subject of interest);
- educational and cognitive motives (focus on methods of acquiring knowledge, mastering specific academic subjects).

These motives can merge to form a general motivation for learning.

Eastern wisdom says: "And one person can lead a horse to a watering hole, but even a hundred cannot make it drink water." In the same way, a student can be forced to sit in a lesson, but it is impossible to forcibly teach something and develop his abilities. The horse drinks water when he wants to drink, and the student learns when he wants to learn.

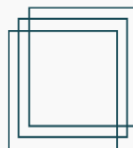
The student will want and will study himself only when this lesson is interesting and attractive to him. He needs motives for cognitive activity. Students of professional educational institutions learn much more about their chosen profession during their internship, laboratory and practical work. They see an incentive, motivation for further theoretical training, realizing that they can apply the knowledge gained in practice.

Motivation for learning - a means of encouraging a student to productive cognitive activity, active development of the content of education.

A motive is a student's focus on certain aspects of educational work, associated with the student's internal attitude to it and attitude to the subject of his activity.

How can you increase the motivation of students? Let's look at some of the ways to increase the motivation of students in vocational schools.

The process of motivating students by the teacher. A student is not a schoolboy who can be told "it should be so", the student needs to explain how knowledge will be useful to him in the future. And if the teacher answers in the spirit of "useful in life", then the student loses interest. A student comes to a professional educational institution not



only for knowledge, but also for that (to a greater extent) in order to become a good specialist in his field. Therefore, the teacher must be able to prove to students that his subject will really be useful in their future activities.

Incentives for results, not evaluation. The student must not only be interested in the subject, but also open up opportunities for the practical use of knowledge. For this, it is possible to conduct integrated lessons (seminars), which trace the connection between educational and special subjects. Cognitive motives are widely used here, which are manifested as an orientation towards erudition.

A bunch of student-teacher. It is very important for the student that the teacher is his mentor, so that he can be asked for help during the educational process, to discuss issues of concern to him (even if they are remotely related to the topic of the lesson). The teacher should use an effective form of motivation - to strengthen the student's self-confidence. The more students are trusted, the more willing they are to cooperate with the teacher in the learning process.

Respect for students. Whatever the student, he is, in any case, a person who wants to be treated appropriately. D. Carnegie advises: "... do not skimp on compliments, recognize the merits (even those that do not exist), advance positive changes. Then your pupil will have more opportunities to become what you want him to be. Give the other what you want from him. "

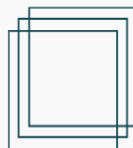
Get them interested. All students will be happy to attend classes if they are interested in their subject. You can create situations for them in the classroom, in which they could defend their opinion, take part in discussions, find several options for a possible solution to the problem, solve them through the complex application of solutions known to them, etc.

Annotation

The main task of a professional educational institution is to stimulate interests in learning in such a way that the goal of students is not just to obtain a diploma, but a diploma, which is supported by solid and stable knowledge based on practice. Motivating students is one of the most effective ways to improve the learning process and learning outcomes, and motives are the driving force behind the learning and learning process.

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