



 Research Article

EDUCATIONAL MOTIVATION AS A PSYCHOLOGICAL AND PEDAGOGICAL PROBLEM

Submission Date: September 20, 2023, **Accepted Date:** September 25, 2023,

Published Date: September 30, 2023 |

Crossref doi: <https://doi.org/10.37547/tajssei/Volume05Issue09-15>

Journal Website:
<https://theamericanjournals.com/index.php/tajssei>

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ABSTRACT

The relevance of the research topic is determined by the fact that the motivation of teaching as a scientific problem attracts more and more attention of scientific thought every year. This is due not only to its enormous influence on the process and results of human activity in general and the student's teaching in particular, but also to the fact that it determines the direction of a person's personality, the presence or absence of social activity, in short, everything that characterizes the holistic appearance of a person.

KEYWORDS

Motivation to learn, psychological study of motivation, interactionism, impracticality, motivational systems, organization of educational activities.

INTRODUCTION

The problem of motivation to study at school among high school students is one of the core issues in psychology. A large number of publications are devoted to this problem. Psychological study of motivation and its formation are two aspects of the same process of educating the motivational sphere of a complete student's personality. The study of motivation is to identify its real level and possible prospects, the zone of its immediate development for each student and the class as a whole.

In the psychology of motivation and personality diagnostics, a new approach is being developed - interactionism. Provisions of this theory:

- The basis of the peculiarity of human behavior lies in the continuous interaction of the individual and the situation.
- human behavior in different situations is not uniform, that is, there is no super-situational stability of behavior.

- a person is an active component of interaction with the situation.
- on the part of the individual, the leading role in interaction with the situation is played by cognitive factors: assessment and interpretation of the situation.
- -from the side of the situation, the leading one is the psychological knowledge of the situation for the subject.

That is, it is not the personality itself with its own features and characteristics, not the situation as such that encourages a person to a certain behavior, but the interaction of the individual and the situation, the subjective vision and interpretation of the external world by a person as having or not having a personal meaning, are the cause of specific behavior [4].

When we want to understand why and how a person achieves something, why he or she relates to teaching in one way or another, we must highlight the personal and situational prerequisites for this form of behavior.

MATERIALS AND METHODS

Among the classes of functionally equivalent situations, we are interested in an achievement situation that has the following criteria:

- in a situation of achievement, an individual is required to achieve a certain result, which can be recorded, measured, and evaluated;
- this result is evaluated, there is some standard for evaluating the individual's behavior in this situation;
- the requirements imposed on an individual in a situation of achievement are moderately difficult, that is, those that allow achieving results with the application of certain efforts [3].

- Achievement activity is a form of active purposeful behavior that is equivalent to an achievement situation.
- Heckhausen writes that the achievement activity has the following features:
- the activity undertaken is aimed at achieving the result that it should leave behind;
- -the individual must experience the orientation (desire or compulsion) to achieve the result;
- the individual needs to make his own efforts aimed at achieving the result;
- the activity should be accompanied by specific affective reactions (emotional states). both in the process and at the end of achieving a result, which are associated with the presence of a certain regulatory standard of achievement. To describe the reasons for motivation, orientation and factors of maintaining the achievement activity, the concept of achievement activity motivation is introduced. Motivation is provided by a set of motivational mechanisms [5].

Personality has two leading motivational systems: external and internal motivation.

The system of external motivation is associated with instrumental activity and an external control system. When this system works, increasing the complexity of the situation leads to an increase in tension, which the body seeks to relieve. When the goal of instrumental activity is achieved, a state of satisfaction and relaxation occurs.

The internal motivation system is a system of self-activity and internal control, the search for tension and difficulties, accompanied by interest and inspiration. The lack of tension in this system leads to boredom and apathy, which a person always tries to avoid. In a mentally healthy and mature person, both systems should function effectively, with the latter being

relatively dominant. The training system should be such as to fully implement the task of developing the two leading personality systems [6].

The main task of teaching motivation is to organize educational activities that would maximize the disclosure of the internal motivational potential of the student's personality.

RESULT AND DISCUSSION

The state of internal motivation is determined by the needs for self-determination and competence, which are among the leading psychological needs of the "I" of a person. In this state, a person feels that he is the true cause of the intentional behavior being carried out (has an internal locus of causality) and perceives himself as an effective agent in interacting with the environment (a sense of competence).

The state of external motivation is determined by forces external to the "I" and aimed at initiating and regulating human behavior. In this state, a person perceives the reasons for his deliberate behavior as external, imposed from the outside, and himself as a pawn that is manipulated. In this state, a person may perceive themselves as competent and effective, but this feeling will not lead to internal motivation.

In the state of amotivation, there are no intentions to implement behavior, which is accompanied by a sense of incompetence and inefficiency in interacting with the environment [6].

Any events, messages, or communication that a person encounters while performing an activity can have a controlling or informing meaning for them. Controlling stimuli are those that the individual perceives as the need to behave in a certain way. Informative incentives are those that provide individuals with freedom of

choice and provide them with the information they need to interact effectively with their environment

If a person is in a state of amotivation, then he can be brought out of it by using controlling reinforces (then he will go into a state of external motivation) or by optimizing the difficulty of the activity performed and ordering feedback (then, given the freedom of choice, he can go into a state of internal motivation)

If a person is in a state of external motivation when performing uninteresting or unattractive activities, then the use of controlling stimuli has a positive effect on maintaining and regulating the existing motivational state

If a person is in a state of internal motivation, then controlling stimuli reduce its level, depriving the person of a sense of self-determination and competence. Informing influences do not reduce its level, but on the contrary, can contribute to its increase [6].

When performing a new complex activity of optimal difficulty, internal motivation will be maximized. A necessary condition for this is also the availability of freedom of choice of activities, the provision of optimal feedback and the person's confidence in their competence.

V. E. Milman conducted a theoretical analysis of the problem of the place of external and internal motives in the overall structure of educational activities.

The object of educational activity is the subjective sphere of the student, which undergoes changes (for example, in the situation of mastering new knowledge, this is the cognitive sphere). The ultimate goal of educational activity is to assign students the subject content of knowledge by connecting different personal areas. The central place in the subject

structure of activity is occupied by the object, as well as the goals and motives directly related to it. The ratio of goals and motives reflects the personal meaning contained for the student in educational activities, and is actually a real internal motivation for development. All together forms the core of the subject structure of this activity. In addition, it is possible to distinguish a shell that includes the conditions and means of activity, control and evaluation factors, those that are external to the go a lot the educational process motivation [1].

CONCLUSION

Many psychologists understand the system of motivational formations as the orientation of a person, which is a set or system of any motivational formations, phenomena (a system of needs, a set of drives, inclinations, etc.). The orientation of a person orients a person, directs his activity, determines the nature of his behavior. There are three types of personality orientation: self-directed, interaction-oriented, and task-oriented. Moreover, the focus on the problem is not uniform.

Each of these types of educational motivation can have a dominant or subordinate meaning in its overall structure, but it is indisputable that the internal source of any type of motivation is the sphere of personal needs, in relation to which the motives of teaching perform a representative function [2].

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