



FEATURES OF LEARNING MOTIVATION OF STUDENTS OF HIGHER EDUCATIONAL INSTITUTIONS

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<p>Received: April 6th 2023 Accepted: May 10th 2023 Published: June 11th 2023</p>	<p>The article analyzes the peculiarities of students' motivation in higher educational institutions. The dynamics of the development of students' learning motivation and the reasons for its transformation in the course of studying at a university are traced.</p>
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The motivational sphere of a personality is called a set of persistent motives that have a certain hierarchy and express the orientation of the personality. As a leading factor in the realization of the personality, its behavior and activities, motivation is of exceptional interest to educators and psychologists. The effectiveness of training and education directly depends on the presence of significant incentives for the assimilation of knowledge, for the formation of skills and abilities, and for the acquisition of socially significant personal qualities. The presence of abilities is not a guarantee of successful cognitive activity of students, their involvement in social activity in the absence of adequate motivation. The lack of motivation for learning leads to the fact that the intellectual, personal, professional development of students is much slower than it could be under favorable conditions.

Thus, the motivation of students for learning activities can be attributed to the most acute problems when the question arises not just about visiting students of any subject, but their interest and involvement in the curriculum of the discipline.

For the first time the word "motivation" was used by A. Schopenhauer in the article "Four principles of sufficient reason". After that, this term was firmly established in psychological science to explain the causes of human and animal behavior [3]. B.I. Dodonov formulated the structural components of motivation: pleasure from the activity itself; significance for the individual of its direct result; the "motivating" power of reward for activity; coercive pressure on the individual. To date, you can see a huge number of interpretations of motivation as a mental phenomenon [2].

Motives can be ideals, interests, beliefs, attitudes, behind which are the needs of the individual in all their diversity (from basic, vital, biological to higher social ones). The study of motives must be carried out in close connection with their formation. The involvement of methods of psychological and pedagogical research in the diagnosis of learning motivation in a student audience (observation, questioning, testing, ranking, sociometry, etc.) allows us to determine some approaches to the study and formation of learning motivation that can be effectively used in the educational process of a university with the aim of formation of stable positive motivation for students' learning.

Motivation is an internal energy that includes a person's activity in life and at work. It is based on motives, which mean specific motives, incentives that make a person act and perform actions. If we talk about the motivation of students, then it is the processes, methods and means of inducing them to cognitive activity, active development of the content of education. Emotions and aspirations, interests and needs, ideals and attitudes can act as motives in a bunch. Therefore, motives are complex dynamic systems in which choices and decisions are made, as well as analysis and evaluation of choices. Motivation for students is the most effective way to improve the learning process and is the driving force behind the learning process and the assimilation of knowledge, a rather difficult and ambiguous process of changing the attitude of an individual, both to a separate subject of study and to the entire educational process. Motives represent one of the mobile systems that can be influenced. Even if the choice of the future profession by the student was not made completely independently and insufficiently consciously, then by purposefully forming a stable system of motives for activity, it is possible to help the future specialist in professional adaptation and professional development. A thorough study of the motives for choosing a future profession will provide an opportunity to correct the motives of learning and influence the professional development of students. The effectiveness of the educational process is directly related to how high the motivation and the high incentive to master the future profession. The educational process is classified as a complex activity, there are many motives for learning, and they can not only manifest themselves separately in each person, but also merge into a single one, forming complex motivational systems.

Student life is the age of late youth. Students are characterized by a professional focus on preparing the chosen future profession, it is time for the most complex structuring of the intellect, which is very individual and variable. This

age period (18-23 years) is sensitive in terms of the formation of self-consciousness, worldview, aspirations to re-think and critically comprehend everything around, self-affirmation of one's independence and originality, awareness of one's personal qualities, self-development and self-education. The awareness of the university teacher about the age characteristics of students, their ideals and aspirations makes it possible to use in educational work a whole arsenal of psychological and pedagogical techniques, tools, technologies that meet the actual, personal needs of students [5].

Motives can be "strong" and "weak", internal and external. If for a person the activity is significant in itself (the cognitive need is satisfied in the process of studying), then this is an internal motivation, if considerations of social prestige, salary, etc. prevail, then we are talking about external motives.

To diagnose internal and external motives, you can conduct an anonymous survey of students with the wording of the question:

- Why did you go to university?
- Are you satisfied with your chosen specialty?

If we trace the dynamics of the development of educational motivation (2-3 courses of study), then we can talk about the transformation of the motive (the transition from external to internal) or, conversely, the stability of motivation. Thus, 1st year students are guided by external motives: studying to please their parents, the prestige of higher education, unwillingness to engage in physical work (80%), 3rd year students (50%) to a large extent recognize the priority of new, active knowledge in mastering the specifics of professional activity, although external motives remain stable for many. External motives for learning activities can be positive (motives for achieving success) and negative (motives for avoiding failure). The motive for achieving success is characterized by a personal orientation in achieving constructive results, the motive for avoiding failures is characterized by the expectation of unpleasant consequences and their avoidance.

The changes taking place in various spheres of human activity put forward more and more new requirements for the organization and quality of vocational education. A modern graduate of a higher educational institution should not only possess special knowledge, skills and abilities, but also feel the need for achievements and success; know that he will be in demand in the labor market. Therefore, students, in my opinion, need to instill an interest in the accumulation of knowledge, independent activity and continuous self-education. To achieve these goals, they must be motivated to learn.

Meanwhile, the process of motivating students is associated with a number of risks that can lead to typical mistakes:

The first mistake is "Bare Knowledge". Teachers try to give the maximum possible amount of "naked" knowledge, often without justifying their need. But the student needs to explain how this knowledge will be useful to him in the future, otherwise the student, for obvious reasons, loses interest in the subject of study. A student comes to an educational institution not only for knowledge, but also to become a good worker. The teacher must be able to prove to students that his subject will really be useful to students in their future activities.

The second mistake is the lack of cooperation in the student-teacher tandem. If there is no contact between the student and the teacher, then there is no need to talk about any motivation. It is very important for the student that the teacher was his mentor and partner.

The third mistake is the lack of respect for students. This is the sin of those who consider their students to be lazy, although often the student simply cannot understand the subject.

There is the following classification of students' learning motivation:

- cognitive motives (acquiring new knowledge and becoming more erudite);
- broad social motives (expressed in the desire of the individual to assert himself in society, to assert his social status through teaching);
- pragmatic motives (to receive worthy remuneration for one's work);
- professional value motives (expansion of opportunities to get a promising and interesting job);
- aesthetic motives (enjoying learning, revealing one's hidden abilities and talents);
- status-positional motives (the desire to establish itself in society through teaching or social activities, to gain recognition from others, to occupy a certain position);
- communicative motives; (expanding the circle of contacts by increasing their intellectual level and making new acquaintances);
- traditional-historical motives (stereotypes that arose in society and strengthened over time);
- utilitarian and practical motives (the desire for self-education);
- educational and cognitive motives (orientation to methods of obtaining knowledge, assimilation of specific educational subjects)
- motives of social and personal prestige (orientation to a certain position in society);
- unconscious motives (obtaining education not by one's own will, but by the influence of someone, based on a complete misunderstanding of the meaning of the information received and a complete lack of interest in the cognitive process).

How to increase the motivation of students? Let's consider some ways to increase the motivation of students of higher educational institutions.

First, the student needs to explain how the knowledge gained at the university will be useful to him in the future. A student comes to an educational institution 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 his future activities.

Secondly, the student must not only be interested in the subject, but also open up opportunities for the practical use of knowledge for him.

Thirdly, it is very important that the teacher cooperates with the student so that he can be contacted for help during the educational process, to discuss issues of concern to him.

Showing respect for students. Whatever the student, he in any case requires an appropriate attitude towards himself.

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

The reasons that stimulate a person and encourage him to be active, in this case, to study, can be very different.

In order for a student to really get involved in the work, it is necessary that the tasks that are set for him in the course of educational activities are not only understandable, but also internally accepted by him, i.e. to make them meaningful to the student. Since the true source of a person's motivation is in himself, it is necessary that he himself wants to do something and does it. Therefore, the main motive of the teaching is the inner motive power.

The student will want and will study on his own only when this activity is interesting and attractive to him. He needs motives for cognitive activity. Students of higher educational institutions learn much more about their chosen profession during the internship, laboratory and practical work. They see an incentive, motivation for further theoretical training, realizing that they can apply the knowledge gained in practice. The impetus for this can be, for example, project teams formed to implement a project.

A modern specialist must be able to adapt to changing conditions, be able to work in a team, navigate the labor market; change the profile of activity depending on the development strategy of the enterprise, technology, independently work with information, have the ability to make and implement decisions.

What advice can teachers give to keep students motivated throughout their journey?

- It is best to combine different methods. If you don't have any student feedback at all in the first place, it's important to set up this system. Dialogue and communication is what should be present in your relationship with students from the very beginning. It is effective to build the right communication at the very beginning: "Dear student, we are here with you, in a team. For our education to take place, 50% of the responsibility is on us, 50% of the responsibility is on you. Let's work together as a team. And if for one reason or another it is hard for you, then please let us know. Be sure to give a contact number or create a group or channel to contact."

Here you need to understand that many people just want human communication. Communicate, feel feedback, understand that someone is ready to listen to their problems and try to do everything in their power.

It's great if you have the opportunity to come and see your students at the end of the class or module. For example, call them on zoom, chat, consolidate everything that they have learned in the last few classes, ask: "Students, how are you in general?". If they do not ask you any questions, if they are waiting for you to leave here, then something is already wrong with you.

It is also important to talk about the feedback rate. If it is 90%, this is a good result. Maybe you have a good educational program? Maybe you need to initially fine-tune the entry of students so that those who are waiting for your educational program come to you. If only students who were forced to come to your program come, perhaps there is reason to wonder why we have such a situation at all. It is important to talk to those who were forced to come to you and think with them how to make this experience more useful for them, since both the students and the teacher were in such a forced situation for them. But this, however, is already a conversation about the skill of teaching, and not so much about the design of the program. From the point of view of understanding and maintaining motivation, the first lessons are very important, because through any questionnaire you will not know what a person really wants or what motivation he has now. It's a good idea to have the first session dedicated to getting to know your students, especially in long-term programs. And plan several more classes throughout the program that will be focused on team building and networking.

If you have an online program, then you can explain to students about the features of the format that are dangerous for their motivation and, ideally, suggest what to do about it. For example, to tell that there will be no classmates who will motivate, there will be no teacher with a schedule. These are all factors that will beat on motivation. Send students a link to a calendar, offer to plan all their classes, encourage them to invite friends or colleagues to take the course together, and so on.

Is it possible to equate laziness and lack of motivation?

- It seems to me that there is no motivation, because he does not move, does not think and does nothing. The fact that a person is lazy in our subjects would be a cool criterion for me that something is wrong in the educational program or the person does not need it. Laziness, rather, protects a person from something potentially traumatic or unnecessary.

The desire to act in a state of laziness still persists, although it is not always directed towards learning. And here it is necessary, if the student is lazy, to see what we could do with the educational program one way or another. It is possible to make sure that everything is so with the educational program, and the student is lazy, because the whole subject reminds him of some kind of traumatic experience. And you won't do anything about it. Here it is necessary, as it seems to me, to gently build boundaries.

The strongest motivation for a person, in my opinion, is the relationship that develops with other people on the program. It is difficult, but it is live communication that often makes students want to study further, come to classes and get involved in work.

For diagnosing the motives of educational activity, the method of observation (students' attitudes to learning), projective methods, tests, questionnaires (MUN, A. Rean) [4] are appropriate. The results of diagnostic studies will allow teachers to develop strategies for teaching behaviors that are typical for a person with highly developed motivation, which contributes to students' understanding of negative stereotypical forms of behavior, which hinders their personal growth.

1. Diagnosing the motivation of each student is difficult. In this case, the nature of the motivation of individual student groups can give an idea of the most typical motives for teaching students.

2. It is advisable for the teacher to analyze changes in the motivational sphere of students, to study the reasons, among which may be the underdevelopment of the motivational sphere, dissatisfaction with the quality of training sessions, underdevelopment of educational activities, fears and inferiority complexes, frustration states.

3. The formation of proper motives should be carried out in the context of solving various problems in the course of educational work and, above all, in creating a favorable psychological climate, turning educational success into a significant value of interpersonal relations.

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