



## MOTIVATION FOR INDEPENDENT SELF-DEVELOPMENT OF STUDENTS

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Article history:	Abstract:
<b>Received:</b> October 28 <sup>th</sup> 2023	The article provides the rationale that if the psychological and pedagogical process is provided with means and teaching methods that contribute to the development of motivation for success in students at each level of knowledge acquisition - in the mode of self-learning and self-control, where the teacher is assigned an advisory and coordinating role, then it is possible to ensure a guaranteed learning outcome - self-developing personality.
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Today, in the context of educational reform, the problem of developing and implementing new approaches to the organization of teaching activities has been brought to the fore, where the emphasis is on the development and implementation of both professional and general cultural competence of the student, on the formation of his personality, that is, a knowledgeable, sociable person, reflective, self-developing and competitive in the labor market.

As an analysis of pedagogical practice shows, the process of transformation at all levels of the education system has given rise to a number of contradictions:

- between the need to organize each student's individual educational and cognitive activities motivated for success and the insufficient development of theoretical and practical foundations for solving this problem;
- between the principles of traditional education and the need to develop new ones to create differentiated conditions for self-development, self-organization, self-training and self-control of the student;
- between the desire of teachers to work in an individually oriented teaching mode, aimed at self-development of the student's personality, and insufficient practical personal experience in introducing the principles of innovative technologies into the educational process, in which the teacher clearly correlates his pedagogical actions with the psychological processes occurring in the mind of the student.

The need to solve the identified problems and contradictions determined the goal - to identify the basic conditions for students' self-development, ensuring guaranteed learning results.

An analysis of psychological and didactic research by scientists A. V. Zaporozhets, L. V. Zankov, P. Ya. Galperin, V. V. Davydov, G. Yu. Ksenzova, D. B. Elkonin, N. T. Talyzina and others shows that the cognitive capabilities of students are practically inexhaustible, and are amenable to targeted influence and development through a qualitative and essential change in the learning process and its content. The main role is played by the targeted transformation of learning conditions as an integral system, which ensures effective management of the process of acquiring knowledge and developing the necessary skills. A.N. Leontyev emphasized in his works that "living learning" is when learning becomes part of the student's personal life and acquires a deep practical meaning for him. Thus, the reforming education system faces a very specific task: it is necessary to organize the educational process so that learning becomes for the student one of the leading personal needs, determined by an internal motive.

It is known that from ancient times to the present day, there are two parallel alternative directions in learning: authoritarian and student-oriented. A characteristic feature of authoritarian teaching is that in the educational process the teacher is most busy organizing his activities in the lesson and mastering numerous techniques for including students in his plan, in his lesson scenario. In this case, students are assigned the role of an object of pedagogical influence. In such a process, the teacher leads, explains the educational material, takes initiative, in accordance with the lesson plan provided in advance, and applies a system of rewards and punishments in the form of a mark. If one of the teacher's actions is weakened or excluded, the educational process can turn into uncontrollable and ineffective. The basis of such training is the memorization of educational information by students and strict control by the teacher. The student completes assignments and awaits evaluation. As research shows, a teacher, in such conditions, must constantly expend enormous energy to force the student to engage in the learning process; in case of negligence, give negative marks, express reproaches, make demands. But, at the same time, the teacher himself must be a model, an ideal, always correct, never mistaken.

This position causes him overwork, psychological discomfort and the "burnout syndrome" is recorded - dissatisfaction with the profession, lack of joy in life. On the part of students, during forced education, there is a rejection of the imposed activity, and the stronger the coercion, the stronger the reaction of rejection and negative attitude towards

learning and the reluctance to learn among a significant part of young people. Educational activity is externally motivated and encourages activity due to external influences, for example, with the goal of getting excellent grades, but not the knowledge itself and, very often, fear of a negative grade is born, which in turn develops a behavior option - avoiding failures. That is, the student tries to avoid possible troubles, prevent blows to his pride, and not allow him to be publicly condemned and punished. Further, what researchers pay attention to is the following reactions from students.

1. Depersonalization of educational activities. It manifests itself in the fact that the student himself does not show any initiative in the lesson. Received external encouragement from the teacher - completed the task, or is waiting for it. The result is the transformation of the student into an object of manipulation.
2. Alienation of educational activities. The student admits to himself: "I don't need this activity, it's not mine, I can easily do without it in life, I will never need it."
3. Rejection of everything related to educational activities. - teacher ("he explains the material poorly!"); curriculum ("it is not given to everyone"); teaching methods ("they are unfair"); and grading ("marks are given with bias") and so on, continuing.
4. Reducing the importance of educational activities: an attitude is formed towards educational activities as not very necessary or significant in life, that is, the student convinces himself that he can live without this discipline.

As a result, staying in a situation of avoiding failure for a long time can lead to a decrease in self-esteem. Researchers have proven that this situation is associated with the phenomenon of "substress," that is, students cannot complete a well-known task if there is a teacher with whom they have failed for a long time. In this case, either students lose interest in studying the discipline and become indifferent to the grade they receive, or even worse, they develop a fear of evaluation, a fear of failure. The student avoids situations in which he needs to prove himself, is afraid of competition, criticism, does not overcome difficulties, but avoids them. Success is explained by luck, a successful combination of circumstances, failure - by poor personal abilities. A situation arises in which the student realizes that he himself cannot change anything, a complete reluctance and inability to do anything appears, and complete passivity is formed.

It should be emphasized that future specialists will live in a social situation where it will simply be impossible to survive without their own initiative and independence. The Law on Education provides for the introduction of personality-oriented training in all educational structures, the purpose of which is to prepare competitive specialists for an independent working life who will adequately respond to any non-standard situation. The main idea of the developmental learning process should be the activation of the internal self-regulatory mechanisms of the individual, where the teacher's task is to help the student master a variety of ways to independently obtain and assimilate knowledge, to promote the development of his creative potential. At the same time, the teacher's explanation of the educational material is not excluded; he sets out basic knowledge, on the basis of which he organizes in-depth self-study by the student. This approach gives the teacher the opportunity to gain not only creative freedom, but also greater responsibility.

A person-oriented approach to organizing educational and cognitive activities involves a transition from external to internal motives. Since internal motivation is associated with the process of cognition itself, where the personal result of cognitive activity becomes significant and all its components (goal, motive, means, actions, result, evaluation) are directed and controlled by the student himself. A modern professional teacher must contribute not only to the development of internal incentives for learning in students, but also sincerely believe in the possibility of developing the potential abilities of each student at an individual level.

**Table 1**  
**Characteristics of the main components of a teacher's activity**

<b>Organization of educational activities based on</b>		
<b>Activity Components</b>	internal motives	external motives
	teacher's actions during person-centered learning	teacher's actions in traditional teaching
<b>Target</b>	Working together with students to comprehend and accept the purpose of the upcoming activity and set educational goals	The goal in the lesson is set by himself
<b>Motive</b>	Reliance on the internal motives of students	Motivates himself, often through external incentives
<b>Facilities</b>	Joint choice with the student of means adequate to the goal	He chooses the means himself
<b>Action</b>	Selecting actions in accordance with the student's capabilities	Organizes and regulates actions
<b>Result</b>	Achievement of personally significant results by students; the teacher focuses on internal positive changes in the student's personality	Leads the entire team to the result that he himself has outlined
<b>Grade</b>	Providing the opportunity to self-assess the result obtained	Evaluates himself

A modern teacher, working in a student-centered learning environment, strives to develop students' motivation to achieve success, which makes the student want to act, assert himself, and receive high appreciation for the results of his work.

The motivation to achieve success creates a psychological situation - a situation of success, as a result of which the actions performed by a person lead to a feeling of satisfaction for their achievements, pride in their work, and self-esteem. Psychologists identify four component levels of motivation to achieve success.

1. The desire for success in any activity can be expressed by the phrase: "I want to do it." Until the teacher arouses in the students a desire to learn something new about a given problem, there is no need to teach them this, it is useless.
2. Hope for success is expressed by the words: "I can do this, I can handle it, I'm confident in myself." The teacher knows that the presence of faith in the student's success and the ability to demonstrate this confidence contribute to easier inclusion of students in cognitive activities.
3. The probability of achieving success is a state that is expressed as follows: "Everything depends on me, I am the source, the situation changes if I influence it."
4. Subjective (individual) standards for assessing achievements are developed in the process of the teacher's direct work with students and implements the principle "Today you are better than yesterday."

These orientations determine the behavioral scenario of a person who wants to achieve the desired result based on active learning activities and work. Many teachers try to work in conditions of comparing their actions with the psychological processes occurring in the student's mind, but they are hampered by distorted value directions, set for decades "from above" as normative ones, and behavioral stereotypes determined by the requirements of authoritarian pedagogy.

Analysis of psychological and pedagogical research on the above problems allows us to identify conditions that contribute to increasing motivation to achieve success.

- individually oriented assessment criteria (students have standards of achievement, individual quality standards);
- tasks individually dosed according to difficulty and the possibility of choosing them (creates situations of probability of achieving success, personal responsibility, decision-making when choosing tasks);
- creation of conditions for a self-assessment procedure based on an individual quality standard;
- development of situations of success to indicate the significance of achievements of success and the attractiveness of success;
- selection of teaching tools and methods in accordance with the individual learning abilities of students, and providing the opportunity to move from a less complex to a more complex level of mastery.

As a result of the analysis, we can conclude: if the psychological and pedagogical process is provided with means and teaching methods that contribute to the development of motivation for success in students at each level of knowledge acquisition - in the mode of self-learning and self-control, where the teacher is assigned an advisory and coordinating role, then it is possible to ensure a guaranteed learning outcome - self-developing personality. Therefore, motivation to achieve success is the main psychological and pedagogical condition for a student's self-development.

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