

## CHARACTERISTICS OF MOTIVATION OF STUDENTS TO LEARNING

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### ANNOTATION

The article analyzes the peculiarities of students' motivation in higher educational institutions. The features of motivation on the part of both teachers of higher educational institutions and the features of motivation on the part of the students themselves are considered, taking into account the individual characteristics of each individual student.

**Keywords:** motivation, adaptation, motive, higher education

### INTRODUCTION

The specifics of students' motivation for learning activities can be associated with the most acute problems when it comes not only to the participation of students in any subject, but also to their interest and involvement in the curriculum of this subject. Do not forget that the psychological characteristics of any activity, including educational, motivate students to learn. The basis of successful educational activity of any student is a high level of motivation for this type of activity.

### LITERATURE ANALYSIS

The word "motivation" was first used by A. Schopenhauer in the article "Four principles of sufficient reason" (1900-1910). After that, this term took a firm place in the science of psychology to explain the causes of human and animal behavior [5, 87 p.]. Today we can see many interpretations of motivation as a mental phenomenon.

Motivation can be expressed as follows:

- the process of choosing among various possible actions [4,73 p.];
- a process that regulates, directs and supports the movement to achieve specific target states for a specific motive [1, 220 p.];
- the state of a person's focus on certain goals [8, 52 p.].

B.I. Dodonov identifies the following components of motivation:

- to enjoy the activity itself;
- the importance of its direct result for a person;
- "stimulating" power of reward for activity;
- forced pressure on a person [5, 70 p.].

## ANALYSIS AND RESULTS

Motivation is an internal energy, including human activity in life and work [7, 89 p.]. A motive is, first of all, what induces a person to act, directs him to satisfy a certain need, and this is a reflection of a need that serves as an objective regularity, an objective necessity.

Motivation can also be viewed as a set of internal and external driving forces that motivate a person to specific goal-directed actions, and the process of encouraging oneself and others to act to achieve organizational and individual goals.

It is necessary to clearly distinguish between the concepts of "motive" and "motivation", the second concept is wider than the first. It should be noted that the motive, unlike motivation, belongs to the subject of behavior and is directly his stable personal property, prompting him to perform certain actions.

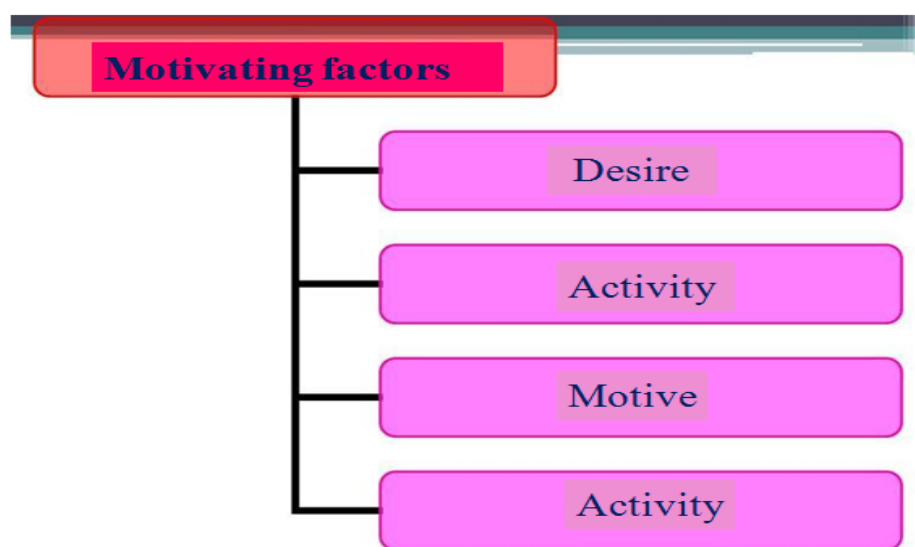


Figure 1. Motivating factors

The reason that prompts a person to act and satisfy certain needs is called a motive. The study of the motives of human activity is important for understanding the spiritual and psychological essence of man. Looking at the behavior of people, it is necessary to analyze their behavior and try to determine their motives. Then it will be possible to understand whether the actions are random or legal for a person. Factors that form the motive: desire, activity, motive, activity (Fig. 1).

Stimulation of students is the processes, methods, means that encourage them to cognitive activity, to the active assimilation of the material of educational subjects. If we talk about motives, they can be expressed as feelings and desires, interests, needs, ideals, attitudes. Based on this, motives are more complex dynamic systems in which choices and decision-making, analysis and evaluation of choices are carried out. [3, 52 p.]. It should be noted that student motivation is the most appropriate and effective way to improve the educational process and quality [9].

It should also be noted that the motive is a product of motivation, i.e. "mental activity, the ultimate goal of which is the motivation to form the basis of human activity and achieve the chosen goal" [5, 76 p.].

The problem of motivating students to study can rightfully be considered one of the main, if not the most important, problems of psychology and pedagogy; many works are devoted to it.

The problem of low motivation among some students is very common and, as a rule, it is very difficult to find a university and a teacher who says that they have not encountered this problem. Therefore, first of all, the main task of teachers is to present the material with the highest coefficient of acceptance and understanding, the motivation of the teacher lies directly in the quality presentation of the material using all kinds of interactive elements. Motivation should not turn into some kind of theatrical spectacle, the main purpose of which is to please the audience, here we need to talk about another motivation. After all, the main goal of higher educational institutions is, first of all, to give education, and each student receives as much knowledge as he is interested in this subject, attracts, encourages, etc. Of course, each teacher pays enough attention to the motivation of students, but the goal of motivation is different for everyone, someone pays more attention to the attendance of their subjects and, as a rule, to control their attendance, someone tells the academic about an important indicator, such as "index" and other. Do not forget that it will be very difficult and almost impossible to find a universal motivation for everyone in each group, so you more or less need to try, clarify and understand how to deal with each of them, or alternatively, divide them into small informal groups, you need to turn attention to the socio-demographic composition of the group.

Students are not always able to clearly explain what motives drive them when choosing one or another direction of study. For some, the motivation is the choice of a course according to the "for the company" parameter, some students choose one or another course, taking into account the wishes of their parents, and work hard to achieve great results. Each group of students has its own motivation, the parameters may differ significantly depending on the direction chosen by the students entering the course.

As for first-year students, they are going through a certain process of restructuring from school education to higher education, where they need to quickly adapt to the higher education system, accept the norms and rules established by higher education institutions. Abandoning strict discipline and a more relaxed schedule. Much is required of educators to make this transition as quickly as possible, with the greatest efficiency, dedication and diligence. To help them adapt faster, first-year students should at least spend more time on discipline, certain traditions of presentation of material by each particular teacher within a given course, control their attendance, and they should master the material. First-year students should spend more time at the beginning of each subject, explaining how much each particular subject is necessary for them in their future career. For first-year students, the process in which they can safely ask questions is very difficult, because students from school know that the teacher understands that they are not ready if they ask him. Therefore, they are negative when students are asked questions by a teacher who tries to involve them in some kind of discussion on some issues of the course. In terms of paying students' motivation, the main argument for them should be the following: if they do not show diligence and hard work, it should be explained that their



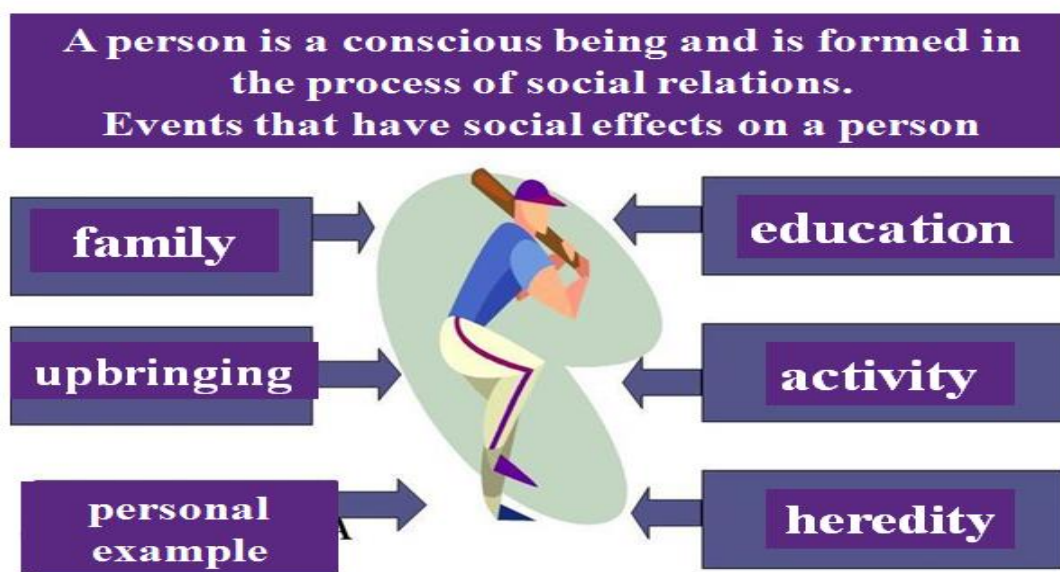
money will not bring them much benefit, because students studying in the form of paid education, some apply for loans or parents They have been saving money for their children's education for a long time. The situation is quite different with adult students who pay tuition fees. During the interview, they explained that it is not always acceptable to drop out of school, because they made an informed choice, enrolled and paid for their education. In adult students, their motivation is significantly reduced by teachers, since, firstly, they receive education in the course of their own professional activities and know well what knowledge will be useful to them directly in practice, and secondly, older students often have a second or receive third higher education, and they clearly understand and know why they chose this or that direction. After all, applicants after school often move chaotically, inconsistently, sometimes they find themselves in areas that they were not even aware of. And here is the reality, not only to reorganize after a very strict school discipline to another student mode, but also to reorganize into an independent profession, not only see yourself in this profession, but also create your own, based on your educational profile, it may take more time to model future.

If we talk about foreign students, then if we say that a foreign student has chosen one or another university in Uzbekistan, then everything corresponds to his motivation. At the same time, he is motivated enough to study effectively and cooperate with teachers when there is a question about the language barrier, which may exist or manifest itself to one degree or another. If everything is in order with foreign students who have initial motivation, we should not forget that such a student may need motivation from teachers, when, for example, a certain halo of ideality disappears, and in the country it is necessary to understand and accept the principles, traditions and norms that exist in this higher education institution. The ideal that foreign students imagine in the educational process does not always correspond to reality. After all, everything depends on many factors, such as mentality, worldview, socio-demographic parameters, etc. Here it is also worth considering foreign students in terms of where they apply, so to speak, the competencies that they and teachers have, and how they can learn from this subject, it becomes clear what to expect.

## CONCLUSION

Therefore, a person is formed in the process of social relations as a conscious being. Events that have a social impact on a person include:

- family
- education
- personal sample
- training
- activity
- Heredity (Fig. 2)



**Figure 2. Events that have a social impact on a person**

It should also be noted that external and internal motives are interrelated in the system of educational motives. Direct internal motives include own development in the educational process; the student himself must want to do something and do it, because the real source of man is in himself. External motives are found in parents, teachers, the group in which the student learns, the environment or society, that is, learning as a forced behavior and often encounters internal resistance of students. Therefore, special attention should be paid not to external pressure, but to internal motivating forces.

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