

The Necessity of Developing Learning Motivation in Students

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ABSTRACT: *The article discusses the development of educational motivation in students.*

Educational motivation in students is informed on the basis of intellectual mobility, self-activation, individual needs, development of individual educational trajectories on the basis of prediction. The theoretical methodological aspects of the development of learning motivation in students are analyzed from the pedagogical and psychological point of view.

KEYWORD: *educational motivation, internal motivations, external motivations, motivation, information communication technologies, multimedia, didactic algorithm, pedagogical effect.*

INTRODUCTION

To modernize the structure of extending the motivational scope of subjects, to determine their pedagogical and psychological conditions, to develop a mechanism for monitoring and evaluating its quality. To develop the future professional and creative competence of students in global educational and scientific research institutions. There is research going on.

The need for urgent issues like "creating the opportunity to receive quality education throughout life" in the concept defined until 2030 at the International Education Forum held in the Republic of Korea has grown even stronger. Education is widely acknowledged as the primary factor that ensures sustainable development in the twenty-first century¹. This suggests that technology will advance for the purpose of increasing students' motivation to learn. This shows that improving the content of the educational modules used in the educational process using didactic tools, improving the model of competence development in information and communication technologies through educational resources, and simultaneously boosting student motivation to study and learn are all given a lot of consideration.

The extensive changes our nation has made in recent years will guarantee that all segments of the population, especially young people, receive high-quality education, learn the ropes of their future professions, and raise a generation that is spiritually mature, respects our national traditions and values, and is able to assume responsibility for the future of our nation. It is laying the foundation for the development

¹ Incheon declaration/Education 2030: Towards inclusive and equitable quality education and lifelong learning for all World Education Forum, 19-22 May 2015, Incheon, Republic of Korea.

of passionate experts who will use their full capacity for the benefit of their own interests. While this is going on, research needs to be done to boost students' motivation for learning.

As a result of the analysis of literature in the fields of sociology, psychology, and pedagogy (A. Maslow, D. J. Rodgers, K. Levin, I. S. Kon, V. Karimova, and E. Goziev), as well as numerous circumstances that lead to changes in the classification of motives, it was revealed that there are different directions and schools that each have their own classifications for the motive category and that there is no scientific consensus on the subject. It is possible to discern between the most prevalent and significant group motives. motivations from the outside and the inside. These two categories of reasons have a significant role in determining how to achieve the objective, as well as in how individuality is expressed.

Internal motives - these are facts pertaining to the individual and how he views the activity. Intrinsic motivations include hobbies, the need for good feelings and the need to avoid bad feelings, the want for self-respect, the need to carry out one's obligations, the desire to be kind and kind to those close to one, etc.

External motives pertaining to a person's acts and events that are both beyond and uncontrollable to them. According to psychologists L. Leontev, R. Rubinstein, and I.A. Zimnyaya, external motivations are significant in human behavior. These motivations may easily be used to exert influence over someone since they are frequently more powerful than internal motivations. Intrinsic motivation, however, is preferable in terms of performance and personal growth. Since each person's conduct is often influenced by a variety of motives, discussing motivation is common.

Motivation — is a psycho-physiological process, which implies it involves organizing, organizing, activity, and endurance while controlling human movement. The capacity of a person to actively meet his wants is, in other words, determined by motivation, a psychophysiological process that regulates human behavior and dictates its direction, activity, and stability.

Educational motivation – the reason that is crucial for reaching the aim is the objective of knowledge acquisition, or the intended condition. the desire to comprehend existence by the use of knowledge gained through education. The term "motivation" in psychology refers to both the collection of motivations that govern human behavior as well as the actual process of control. As a result, students at technical higher education institutions who are motivated to study are controlled by a dynamic physiological and psychological plan that establishes their behavior's direction, organization, activity, and stability. Knowledge acquisition and future professional activity depend on a variety of factors.

No. PF-5106 of the President of the Republic of Uzbekistan dated July 5, 2017 "On improving the effectiveness of state policy on youth", No. PF-5847 dated October 8, 2019 "On approval of the Concept for the development of the higher education system of the Republic of Uzbekistan until 2030", No. 28, 2022 Decree No. PF-60 of January "On the Development Strategy of New Uzbekistan for 2022-2026" dated August 14, 2018 "Measures to bring up the moral, moral and physical maturity of young people, to raise the quality of their education system to a new level on" No. PQ-3907, dated June 5, 2018 "On additional measures to increase the quality of education in higher education institutions and ensure their active participation in comprehensive reforms implemented in the country" No. PQ-3775, dated October 10, 2018 " PQ-816 of February 27, 2020 "On the provision of educational literature to higher education institutions" "On the field of pedagogical education This research serves to a certain extent in the implementation of tasks related to the improvement of the quality of education in the decisions of PQ-4623 "On Development Measures" and other regulatory legal documents related to the field.

Issues of researching the pedagogical conditions of organizing the educational and cognitive activities of students, coordinating the activities of the participants of the educational process on the basis of information and communication technologies A.D. Askarov, A. Aripdjanova, B. Adizov, Yu. Asadov, A. Abduqadirov, A. Azizkhodjaeva, U. Begimkulov, R. Kh. Djuraev, D. I. Zakirova, A. Ibrayimov, M. Mirsolieva, N. Muslimov, B. Suropov, Sh. S. Sharipov, G. B. Shoumarov, T. Shaymardonov, D. Khidoyatova, M. Shodieva, S. Turgunov, M. Yuldashev; diagnosis of educational goals and the issue of youth education was researched by O. Musurmonova, M. Makhmudova, M. Kuronov, Sh. Abdullaeva, I. Khushmurodova.

Scientists from the CIS N. Anokhin, A. Andreev, O. Atlasova, V. Bepalko, Z. Berdnikova, E. Grishina, S. Godnish, A. Dunaeva, N. Kichuk, A. Nekrasov, E. Polat, E. Tonkonogaya, and others investigated the issues with improving the content of educational modules based on didactic tools and the pedagogical-psychological analysis

The factors that determine the interrelationship of the advancement of educational technologies, the management of educational quality as a general process of reforms carried out in continuous education, were reflected in the research works of foreign expert scientists A. Poincaré, F. Galtom, M. Born, J. Goldberg, R. Feynman, D. Westerheijden, and others. acted upon.

The goal of the study is to generate proposals and recommendations in this area as well as to use technology for student educational motivation growth to the educational process.

Tasks of the research:

pedagogic-psychological examination of theoretical and methodological facets of student motivation for learning;

technology advancements based on predictive techniques for student learning motivation;

through enhancing the didactic tool-based educational modules' content and the paradigm for how students acquire an interest in learning;

the use of multimedia apps to advance the technology of student academic motivation.

The scientific novelty of the research is as follows:

the application of technology in proportion to the didactic algorithm has increased theoretical-methodological components of student learning motivation development.

on the basis of intellectual mobility, self-activation, person-oriented demands, and the prediction of each student's specific educational trajectories, learning motivation in students is produced;

based on the enhancement of educational module content in the educational process on the basis of didactic instruments and the modeling of the practical-technological system into a new vector of socio-economic growth, the technology of fostering learning motivation in students has been developed.

multimedia applications based on the determination of temporal and geographical boundaries have enhanced the content of instructional aids intended to increase learning motivation in students.

Reliability of research results

It is determined by the provision of the research's methodological underpinnings, the use of official sources and data, the analysis of empirical quantities using mathematical statistical methods, the application of conclusions and suggestions, and the approval of the resulting findings by authorized structures.

The recommendations made in connection with the advancement of technology for the development of educational motivation among students in technical educational institutions may be utilized to implement the scientific importance of the study findings in the system of continuous education.

The practical relevance of the research findings is that they organize the processes of student educational motivation growth, content enrichment, and enhancement of quality and efficiency, which define the conclusions and created suggestions.

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